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EVALUATION OF NEW YORK CITY TITLE I

EDUCATIONAL PROJECTS 1966-67

AFTER-SCHOOL TUTORIAL AND SPECIAL POTENTIAL DEVELOPMENT IN I.S. 201 - MANHATTAN

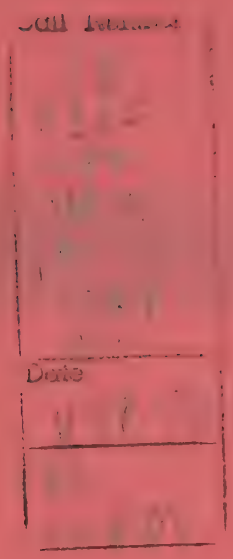
By Maurice A. Lohman

September 1967

NOV 1 8 1968

The Center For Urban Education

33 West 42nd St., New York, N.Y. 10036


Date

CENTER FOR URBAN EDUCATION

FIELD RESEARCH AND EVALUATION COMMITTEE

ESEA TITLE I EVALUATIONS

SUMMARY REPORT

Date: July 31, 1967

Project: After School Tutorial and Special Potential Development in I.S. 201 - Manhattan

Evaluation Director: Dr. Maurice A. Lohman, Assistant Professor
Office of Research and Evaluation
City University of New York

NOTE: To assist in the planning of Title I projects for 1967-8, this summary was prepared after the collection of all data but before the writing of the final report. The final report will contain a complete, detailed evaluation of the project.

AFTER SCHOOL TUTORIAL AND SPECIAL POTENTIAL DEVELOPMENT IN I.S. 201 - MANHATTAN

In January of 1967, an after-school study center was set up at I.S. 201 to provide tutorial help and talent development to the children of that school. There were four sessions per week, from 3:00 to 5:00 p.m., divided so that each child's program consisted of two sessions devoted to tutorial help (in language arts, reading, typing or mathematics) and two sessions of activity in some talent field of his choice: instrumental music, ceramics, dancing, athletics and games, woodworking, sewing, dramatics, and varied art activities. The tutorial activity was generally based on each child's need as indicated by his day-school teachers; choice of talent activity was usually selected by the child himself. It was assumed that a child would attend both types of session for all four periods.

To evaluate this program, a five-man team set up a design to assess the degree to which the program was reaching its objectives. The classes of the center were visited by the team members and several conferences were held with the center's administrators.

The assets that were evident were the well-furnished and well-equipped classrooms, and the teachers, the majority of whom were also day school teachers at I.S. 201. Thus, most children worked with familiar teachers in familiar surroundings.

However certain inadequacies were evident. Shortage of staff in all areas reduced the range of activities offered. The calibre of the activities offered, particularly in reading, were dull and repetitive and attracted very few children. The attendance was better before the onset of summer weather with its competing attraction. The more successful offerings, in terms of attendance and pupil involvement, were in the talent-seeking areas: instrumental music, African dance, ceramics, and sewing.

There were also certain inadequacies in the program: English as a second language, a trip program, and the services of a guidance counselor were not offered. The recommendations of the evaluation team include: (1) some concerted effort on the part of the center staff, aided by the day school staff, at re-designing the tutorial curriculum, with emphasis on encouraging pupil attendance and involvement; (2) consideration of termination of the program by the end of May, when outside activites appear to be more attractive to children; (3) provision of a fund from which center teachers might draw when supplies are late, or inadequate for needs that evince themselves in the course of the program.

Center for Urban Education
33 West 42nd Street
New York, New York 10036

AFTER-SCHOOL TUTORIAL AND SPECIAL POTENTIAL DEVELOPMENT IN I.S. 201 - MANHATTAN

Maurice A. Lohman

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director
George Weinberg, Title I Coordinator

September 1967

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GENERAL PROJECT DESCRIPTION

Nature of the Program

Within recent years, the curriculum of the school has expanded in content and in scope. However, the hours during which a child attends school have remained fixed and static. Children who come from disadvantaged areas need intensive instruction in language arts as well as in other areas, in order to overcome the retardation which presently exists. It is difficult to provide this additional time during the normal school day.

The proposed program was, therefore, structured to provide an extended school day, from 3:00 to 5:00 P.M., four days a week, Monday through Thursday, for the student population of Intermediate School 201 Manhattan. The program was to run from January 3 to June 30, 1967.

Objectives

The objectives of the program were to provide extended and intensive instruction in reading and other major subject areas and to discover and develop the talents of all children attending the school.

Proposed Program

Remedial and tutorial help was to be offered in the following subject areas: reading, English as a second language, mathematics, science and typing.

The special potential development program was to include Art, home economics, clothing and personality emphasis, industrial and graphic arts, woodworking and ceramics, music-vocal and instrumental, physical fitness and dance, dramatics, reading, writing, and language arts.

To supplement and further enrich the students' academic work in school, a well-rounded trip program was to be provided to all of them to have real experiences in place of some of the vicarious experiences generally offered in school.

Evaluation Design

The project was inaugurated in February 1967, and the Center for Urban Education asked to evaluate the program in May. A team of five investigators met and organized the evaluation. Each member of the team had been involved in previous Title I evaluations and had made classroom observations in other school programs.

Since the program was to end in a few weeks, the emphasis of the evaluation was placed upon observation and interview.

The evaluation attempted to answer the following questions:

1. How many pupils and teachers were involved in the program?
2. How many activities were available to each pupil in the program?
3. Was the after-school program reflected in any way in the day-school program?
4. How much of the proposed program was actually implemented?
5. What was the quality of those programs offered?
6. How were pupils selected for the program?
7. Did the program compete with other programs in the area?
8. What was the degree of community and parent involvement?
9. What recommendations should be offered for the continuation of the project?

Findings

Actual Organization of the Program

The program, originally designed to accommodate 470 children did in fact accomodate 250 children. Since the day school register is 630, this enrollment was about 40 per cent of the children in the school.

The entire staff consisted of 26 teachers, a supervisor in charge, a supervisor of the talent program, two secretaries, and six school aides.

It was not possible to find a guidance director who would come to the Center after school; therefore, that function was eliminated.

Because of the small number of pupils requiring classes in English as a second language, the course was dropped by the supervisors.

The trip program was never put into operation.

Classes met four days a week, Monday through Thursday, from 3:00 to 5:00 P.M. Each pupil was assigned to, and attended, one tutorial class for two days and one talent class for two days of the week. Every pupil received a snack of cookies and milk at the start of each class session.

Selection Procedures

Tutorial pupils were found through a review of personal records and teacher recommendation. Upon selection, enrollment in the program was on a voluntary basis for tutorial as well as talent pupils. Each pupil was required to sign up for one tutorial and one talent section.

If the pupil did not attend the tutorial classes, he was not supposed to be admitted to the talent classes. Passes for admission to the talent classes were distributed to pupils in the tutorial classes, to make sure that pupils attended both classes. Unlike the After School Study Center program, pupils did not have to be retarded in reading or mathematics to be admitted to the classes, but were informed that by attending the tutorial sessions, they would be helped in their academic areas.

Facilities

The building was new and facilities were excellent. Classrooms were very well equipped. The gymnasium was large and divided into sections for boys and girls. The music rooms were specifically designed for the purpose. The industrial arts rooms were well designed and equipped. The home economics room was pleasant and equipped with the most modern sewing machines and equipment. The library was large and well designed, but with many empty shelves.

In general, the five-man evaluation team was favorably impressed with the adequacy of the facilities.

Materials

Teachers were not pleased with the availability of materials. Until the after-school center materials arrived, materials were borrowed from the day-school program. Those materials which did come were not very different from those used in the day classes.

The observed teachers used some teacher-made materials; particularly

rexographed and mimeographed work sheets. In the home economics class the children were required to furnish their own dress fabrics.

Both the teachers and supervisors expressed the desire for discretionary funds for the purchase of materials unique to various parts of the program. Teachers often brought in their own equipment, records and games, and, in one case, a series of S.R.A. work books.

Teachers

Fourteen of the 26 teachers in the program also taught in the day-school program at I.S. 201. This led to very good rapport between the day-school and the after-school center. Most teachers taught four days per week. Some teachers could give only two days and accommodations had to be worked out to keep as full a staff as possible.

Teacher Aides

Teacher aides recruited from the community were utilized to guard the four doors of the school, to guide visitors, distribute snacks, and to perform general clerical duties.

Courses Offered

Pupils were assigned to either a reading tutorial (six classes) or a mathematics tutorial (four classes) course. In addition, they were offered one of the following (one class each):

Typing	Creative Writing	Boys' Athletics
Science	Instrumental Music	Girls' Athletics
Needle Craft	Woodwork	Ceramics
Arts and Crafts	African Dance	Drama
Graphic Arts		

Class Observations

Each of the five evaluators made two visits to the Center to observe the classes and interview the teachers and administrators. Their reports on the art, music, and tutorial programs follow.

REPORT ON ART PROGRAM

The art consultant visited the programs being conducted in general art, graphic arts, ceramics, and woodworking. Each of these four areas was taught in a separate classroom by a trained teacher.

General Art

General Art was offered four days a week, Monday through Thursday. Average attendance was reported by the art teacher to be ten students. On the day of the visit only six pupils were in class.

Art Teacher Profile

The art teacher held a B.A. in art education and was working on a mater's degree in the same subject area. She held a common branch license and had a total of four years teaching experience, two years in a preschool community art center and two years for the Board of Education.

Art Curriculum

Art examples in the room revealed a well-rounded art program. The teacher had good visual aid material, and the displayed student works revealed an adequate program.

Supplies and Facilities

The facilities in the school were superb. However, the art teacher reported that supplies for the program never arrived. She had to supply the program from day-school materials.

General Estimate of the General Art Program

The art area was adequately staffed and the curriculum was adequate. It was puzzling to the observer, however, that the class was undersub-

scribed in attendance. The degree of student involvement seemed limited.

Graphic Arts

This program was offered two days a week on Monday and Wednesday. Attendance was reported at an average of ten students; however, on the day of the school visit, only five students were attending.

Teacher Profile

The teacher reported that he had nine years of experience as a professional printer. He held a regular J.H.S. license, and had taught graphic arts on the J.H.S. level for six years. He also had a degree in industrial arts from the City College of the City University of New York.

Graphic Arts Curriculum

The course offered the following units: methods of printing reproduction; typesetting; linoleum block printing; drypoint etching (acetate with needlepoint); offset lithography using paper plates; silk screen printing; and other projects. It was a very well rounded curriculum for the J.H.S. level.

Supplies and Facilities

The facilities were excellent. All equipment was in excellent working order. The teacher reported lack of supplies for this program.

General Estimate of the Graphic Arts Program

Here again, the class was undersubscribed. It would seem that a program with good instruction and outstanding facilities should have been enthusiastically attended. The graphic arts teacher was highly

qualified to teach the technical aspects of the graphic arts.

Ceramics

This program was offered four days a week. The teacher reported an average attendance of 10-14 students. On the day of the classroom visit, only seven or eight students were in attendance.

Teacher Profile

The teacher held a B.A. in industrial arts from N.Y.U. and was working on a master's degree. He has eight years of total teaching experience, seven of them teaching ceramics on the J.H.S. level.

Ceramics Curriculum

The ceramics program included the following projects: slab and coil pottery, work on the potter's wheel, some pressed molds, and slip casting. In general, the program in ceramics was well rounded and appropriate to the J.H.S. age level.

Supplies and Facilities

The teacher reported that supplies were inadequate for this program this year. He had to use day-school materials to service the program. The room was excellent.

General Estimate of the Ceramics Program

The degree of student involvement was good for this program. However, the class was undersubscribed in terms of the facilities available. The teacher was well qualified and seemed to have good rapport with his students.

Woodwork

This program was offered two days a week. Average attendance of ten students was reported; however, on the day of the classroom visit, only five or six students were attending.

Teacher Profile

The woodworking teacher had ten years of industrial experience and held a regular N.Y.C. license in woodworking. He had taught for nine and a half years on the J.H.S. level. He did not hold a B.A. degree but did attend N.Y.U. for two years.

Woodworking Curriculum

The following projects were assigned in the woodworking area: carved head (required work with a coping saw, rasp, bit brace, and wood chisel); carved dog (required work with coping saw and sandpaper); spice shelf (several tools required); and letter holders.

Supplies and Facilities

Supplies were late in arriving, but the teacher reported that day-school supplies were adequate to service the program. The woodworking room was well equipped.

General Estimate of the Woodworking Program

Only five students were attending this program which should have had broad student support. The curriculum was adequate and the instructor had a friendly manner.

General Conclusions

The quality of instruction was above average. The presence of three

male teachers on the J.H.S. level was encouraging. Each instructor was well schooled in his craft and interested in maintaining high levels of performance.

Supplies arrived late, if at all. This limited the scope and impact of the program. The classroom facilities were outstanding.

Attendance was unusually low for a program offering good facilities and instruction. Considering that this after-school center services only the I.S. 201 day-school program, serious consideration should be given as to how to improve attendance in this program for next year.

Recommendations for Art Program

Provisions should be made to extend this program into the community with field trips next year.

Work from the art and industrial arts programs were prominently displayed in classrooms and in the halls. An end of the year display or art fair might stimulate greater student and parent interest in this program. The outdoor mall which is fenced in from the street would be an ideal location for this art fair.

Supplies should be ordered in such a way as to be made available to the teachers before the term starts.

The involvement of the day-school staff in soliciting and encouraging participation as well as checking on attendance at the after-school center classes should improve the afternoon program.

REPORT ON MUSIC PROGRAM

Program

The music program was divided into two groups. The children spent two days a week in a tutorial class and two days a week in music. The children were permitted to take their instruments home to practice.

When the observer entered the woodwind class, the following instruments were being played: five clarinets, two alto saxophones, one baritone saxophone and one bassoon. The clarinetists were performing with a firm sound and fine technical facility. The teacher moved around the room and helped individuals with fingerings.

The teacher worked on producing a good attack and watching the conductor for the down beat. Exercises were played four or five times by the entire group. Necessary corrections were provided by the teacher in a pleasant way. The teacher demanded precise playing. Poor posture positions were not tolerated.

Almost all of the playing was done as a group. The teacher's comments were short and well focused. The teacher worked with one of the students on an embouchure problem. The student's pitch improved somewhat.

The class ended with a milk break.

Physical Situation

This school had a unique scheduling plan. During the regular school day, the children played instruments for one semester and then took another subject the next semester. This meant that by the end of the school year every child in the day-school would have participated in

the instrumental music program for at least one semester. The children in the after-school center had already participated in the day-school instrumental program for one semester.

Nine students were present the day the class was observed. The children practiced in a room that was designed for music instruction. Pictures of instruments were attractively displayed on the bulletin boards. A piano was in the room, but it was not used during this lesson. Instruments, methods books, music stands, and chairs of an appropriate size were all of an excellent quality. The teacher mentioned that a complete set of instruments had been provided for the school. The quality and quantity of supplies seemed to be at an optimum level.

Personnel

The clarinet teacher was an extremely competent music specialist. A conversation after the class revealed that the teacher had taught for a number of years in Harlem and was a professional clarinetist. The teacher had very high standards which the students were achieving.

Of the nine children in the class, two were girls and seven were boys. The students came from grades five through seven. All of the children attended I.S. 201 during the regular school day. Attendance in the after school program was voluntary.

Objectives

Although formal instructional objectives were not stated, the following facts were evident from the lesson itself:

A. Knowledge

1. The children could identify the aspects of a good embouchure.

B. Understanding

1. The children could explain what a duet was.
2. The children could analyze the musical performances of their classmates.
3. The children demonstrated their grasp of note names and values by playing accurately.

C. Skills

1. The children performed with a good sound and fine technical facility.
2. The children produced correct attacks.

D. Appreciation

1. The children could discriminate between a poor sound and a good sound.

E. Attitude

1. The children performed willingly and earnestly.

F. Habits

1. The children listened and followed the teacher's instruction.
2. Proper posture was maintained at all times.
3. The children watched the conductor.

Content

Music reading and technical skills have been developed to a surprising degree. The children were able to sight-read quite accurately

for the length of time they had been playing.

Music literature was taken directly from the method books. No attempt was made to introduce literature of a more worthwhile nature.

The concepts of melody, rhythm, harmony, and style were considered. These elements of music were explored through performance. Expression received little attention and form none at all.

Estimate of Students' Reaction

The children participated actively in this program. The teacher was able to prod, cajole, and encourage the students to try again, to improve their articulation, to get more right notes, to count accurately, and to sit in proper playing positions. The children were busily engaged in their playing. Judging by the progress being made and the vigor with which exercises were played, the observer felt that the time and energy the pupils expended were worthwhile.

Estimate of Teacher's Effectiveness

The teacher was extremely successful with the children. He knew what he wanted to accomplish and went straight after it. The teacher's rather aggressive nature was taken in stride by the students as they responded well to his demands.

Estimate of Usefulness of Content to Students

The children will certainly be able to continue their instrumental study in junior and senior high school. Some children were playing well enough to derive a considerable degree of satisfaction from performance. These children have successfully overcome many of the beginning technical problems.

General Observations

A. Instrumental performance was improving far beyond usual expectations.

B. The children's attitudes in the instrumental music class were very positive.

C. Musical aspirational levels were being raised.

D. Musical concepts and understanding were being developed extensively.

E. The children were able to respond to the beat and the rhythm of the melody. Short rhythm patterns were not identified.

F. The children were able to use a variety of notes and their corresponding rests.

G. The children were able to read simple conventional notation at sight.

H. The children had the following instrumental skills:

1. Ability to hold instrument properly
2. Good tone production and breathing
3. Clear tonguing and articulation
4. Knowledge of fingering as indicated in method books
5. Ability to play simple songs by note

Attitudes and Organization

During an informal conversation, the teacher revealed his philosophy of teaching disadvantaged children. He believed that the children could achieve just as much as the teacher thought possible. Children quickly sense the level of perfection thought possible by the teacher

and aspire no further than that point. Therefore, if the teacher's level of expectation is low, the children do not reach the extent of their capability.

The children showed a great deal of interest in this program. They worked hard while in this class. Rehearsals were well attended because the children wanted to play in the projected concert before their parents and friends.

Suggestions and Recommendations

A. The concepts of form and harmony should be given considerably more attention.

B. Music literature of a higher quality should be used to keep up with rising aspirational levels.

C. Field trips to places of musical interest would be both valuable and enjoyable for the children.

REPORT ON THE PHYSICAL EDUCATION, DANCE, DRAMA, AND HOME ECONOMICS PROGRAMS

When the observers visited the gymnasium, four boys were shooting basketballs under the guidance of a teacher. On a second visit the boys' basketball team had a game with the faculty. Most of the other classes were dismissed to watch the game. Eight boys participated in the game. This activity evoked enthusiastic audience participation.

The class in African dance was taught by the day-school science teacher. Eight girls were involved in learning authentic African dances to the accompaniment of records of African drum beats. The girls were very enthusiastic about the program and were engaged in excellent physical activity.

The drama class was preparing for a performance of Hansel and Gretel. When observed, they were busy improvising scenic props and costumes. Six children were involved in the activity. The teacher stated that many more were actually taking part in the performance. Parents and members of the community were to be invited to the program.

Fourteen girls were observed sewing dresses in the home economics class. The equipment was of recent manufacture and each girl seemed to have mastered the skills needed to operate the machines. Each girl was working independently, calling on the teacher only when she needed help. The teacher had excellent rapport with the children.

Except for the small attendance in the gym class, which the teacher said was due to an out-of-school drama rehearsal, the dance, drama, and sewing classes were relatively well attended.

REPORT ON THE TUTORIAL PROGRAM

Attendance in the tutorial programs was extremely discouraging. Although the class registers listed ten children per class, the observers saw no more than five children in any class. The remedial reading classes, except for one case, had no more than one or two pupils present. One class had three. Tutorial classes in other subjects had four or five.

Teachers blamed the poor attendance on the "beautiful weather outside," "the lateness of the year," and on competing outside activities. However, when asked about usual average attendance, they admitted that it was between five and six.

The French class had five children present. The students were engaged in making transparencies as part of a language activity. The class planned to label them with appropriate French legends and show them on a projector as a learning aid. The emphasis of the class was on conversational French.

The typing class had five pupils engaged in a skills lesson on margins. Each child had his own typewriter. The lesson was conducted chiefly through verbal instructions and admonitions, with little demonstration, and, in the opinion of the observers, was weak in terms of getting pupils to respond.

Four mathematics classes were observed. In each case three or four children were observed working independently on workbooks or teacher-made worksheets. In one instance the pupils were working on their day-school homework. The teachers stated that they made

some use of games and puzzles, but none were in evidence in the classrooms.

The reading classes were the most poorly attended. One of the six classes visited had three pupils present. Others had only one or two pupils. The class with three pupils was engaged in a game of scrabble which was being used as a word building exercise. The teacher aided one child who was apparently having difficulties. The children were involved and interested. The teacher did not receive the game from the center, but had furnished it herself. She had also furnished a game of anagrams. One class was observed utilizing the magazine "New York - New York", which is considered appropriate. The other classes observed did not evidence comparable creativity on the part of teachers.

For those children having difficulties in reading and the language arts, teaching should include the use of many varied techniques and activities, such as: (1) working with puppets and writing dialogues, (2) games involving the formation and recognition of words (Bingo, Perquacky, Scrabble, etc.). Teachers might also contribute their own original exercises such as puzzles, rhymes, the rhebus, drawing cartoons, and writing captions. Extra-school materials such as popular magazines, simplified newspapers, and recreational books dealing with subjects of interest to students might be incorporated.

Conclusion

The facilities of I.S. 201 are excellent and could easily support a program of the type proposed.

According to the principal the program was not in conflict with any other program in the neighborhood, and had, in fact, replaced the Community Action Project. The supervisor of the talent part of the Center was the previous director of the Community Action Project.

The positive relationship between the day school and the Center could be attributed to the large proportion of the same staff and the use of familiar rooms by the children of the school. In this respect, the Center was a continuation of the day school, but with fewer pressures and smaller class groups.

The Center made many attempts to involve the community. Parents and friends were invited to music and dramatic performances. The fact that participation in the Center was restricted to pupils of I.S. 201 may have some affect on limiting community participation to those adults whose children attended the school.

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EVALUATION OF NEW YORK CITY TITLE I

EDUCATIONAL PROJECTS 1966-67

IMPROVED GUIDANCE SERVICES IN SELECTED VOCATIONAL SCHOOLS

By Michael A. Guerriero

September 1967

The Center For Urban Education

33 West 42nd St., New York, N.Y. 10036

CENTER FOR URBAN EDUCATION

FIELD RESEARCH AND EVALUATION COMMITTEE

SUMMARY REPORT

Date: July 31, 1967

Project: Improved Guidance Services in Selected Vocational Schools

Evaluation Director: Dr. Michael A. Guerriero, Associate Professor
College of the City of New York

NOTE: To assist in the planning of projects for 1967-8, this summary was prepared after the collection of all data but before the writing of the final report. The final report will contain a complete, detailed evaluation of the project.

IMPROVED GUIDANCE SERVICES IN SELECTED VOCATIONAL SCHOOLS

Project Description

Over the years there has been considerable dissatisfaction on the part of vocational educators with the screening and selection of pupils who might benefit from programs of vocational education. Because many of the pupils who enrolled in vocational courses received inadequate guidance and often lacked aptitude for this training, there has been a high dropout rate, especially among disadvantaged youth.

It was proposed to strengthen the district vocational education program through the establishment of two District Vocational Guidance Centers, one in Brooklyn and one in Queens. Each of the two centers was located in a multi-trade high school in a district with a high proportion of disadvantaged youth.

Each center was staffed by three counselors and a secretary and was equipped with up-to-date vocational guidance resources. These multi-purpose centers aimed at providing the following major services:

1. Intensive individual guidance for potential dropouts within each school;
2. A broad-based program of articulation with the community and with the feeder junior high schools;
3. Occupational information materials resources for other counselors within the district, and especially for counselors of feeder schools who needed assistance in interpreting the offerings of vocational education courses to junior and senior high school students.

Evaluation Design

1. The major goal of the evaluation committee was to ascertain changes in students which might be attributed to their exposure to intensive individual guidance. To this end, counselors in each center were asked to keep case records for approximately 100 selected ninth-grade pupils (the experimental group) whom they counseled throughout the year. Data relating to pupil success in course work, school retention, disciplinary action, etc., for this group were to be compared with similar data for another group of approximately 100 selected ninth-grade pupils (the control group) who did not have the benefit of counseling but who possessed the same characteristics of "potential dropouts" as those in the experimental group. Results of these comparisons will be included in the final report.
2. In addition, the experimental and control groups were tested by a variety of instruments (Questionnaire on Attitudes toward School; Questionnaire on Vocational Choice, etc.) at the beginning and end of the school year to gauge possible attitudinal and other changes as a result of exposure to intensive educational and occupational counseling.
3. To ascertain the benefits of the articulation programs, a followup study was made (by questionnaire, observation, and interview) of counselors at the centers and in the feeder junior high schools.

Findings

1. Counseling.

The evaluation committee assumed that one outcome of the intensive individual guidance program would be a more positive orientation toward school on the part of the students receiving such guidance (experimental group). This assumption was not supported by the results of the questionnaires administered at the beginning and end of the school year. In fact, at both centers, the experimental and control groups became more negative toward school by the end of the year. However, the experimental (counseled) groups at both schools were somewhat less negative in their attitudes toward school than the comparable control (non-counseled) groups.

There were no statistically significant differences between experimental and control groups on a test of attitudes toward vocational choice. This variable will be tested again during and at the end of the second year (1967-1968) of the project. Possible differences in grades, attendance, and disciplinary actions, etc., are still being explored and will be included in the final report.

2. Articulation.

Articulation programs with local feeder schools and with local communities were evaluated by visitation, interview, and questionnaire. The evaluation committee concurs with the essentially positive evaluations of these programs made by the staffs at the Vocational Guidance Centers, by the counselors and other personnel of the feeder junior high schools, and by community agency personnel. Of major significance are the positive attitudes toward the centers engendered in the junior high schools and community agencies contacted. Experimentation with techniques of individual and group guidance in the dissemination of educational and occupational information in feeder junior high schools was also well-received. Attitudinal changes within these students will be tested after they enter the vocational high school in the fall of 1967.

3. Occupational Information.

The two occupational information materials resource centers which were established collected, classified, and displayed a wide range of materials, most of which were relevant for the students attending the two vocational high schools involved in this project. One of the centers, partly because of more adequate physical facilities, involved students in the use of these materials more than the other, and therefore may have had a greater impact on the ability of students to make appropriate vocational choices. This will have to be ascertained by additional followup next year.

Recommendations

It is recommended that this project be continued for at least another year so that ideas and activities begun may have an opportunity to develop further. The following modifications and specific suggestions of the

evaluation committee are based on analysis of the past year's operation:

1. If possible, use the same dedicated and well qualified staff of counselors who have begun to function as a unit, rather than make changes in midstream. At this writing, the counseling staff has been curtailed by one position at each center due to budgetary limitations; it is felt that this will seriously hamper achievement of the original objectives.

2. Continue the use of college students as tutors at both centers. This was undoubtedly a valuable aid in developing less negative pupil attitudes toward school, in addition to providing specific help in subject matter skills, as determined by intensive individual interviews with a sample of students at both centers.

3. Focus on individual and group counseling with the incoming junior high school group, as well as followup with the students who were in the project last year. For the latter group, although only six (of approximately 100) dropped out during this past year, the coming year will be critical, since most of the students will be reaching their seventeenth birthday during the next school year.

4. To promote use of the occupational information materials resources, greater selectivity and more frequent rotation of displays might be more helpful than displaying everything at once; this results in confusion rather than stimulation of student interest. In addition, systematic use of these materials in coordination with field trips (conducted periodically to various industries) would encourage their greater and more effective use by students later on.

5. Center materials such as newsletters, information sheets of numerous varieties, bulletins, films, etc., should be circulated through feeder schools to all personnel directly involved in articulation with the centers and to personnel actively participating in the educational and vocational career decisions of students.

6. Interschool visitations (particularly between center staff and counselors in feeder schools) should be increased to provide a greater sharing of information and skills.

7. All counselors at the centers should participate actively in the articulation program, and, in particular, the program of articulation with the community.

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IMPROVED GUIDANCE SERVICES IN SELECTED VOCATIONAL SCHOOLS

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Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director

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INTRODUCTION

Any new program no matter how well planned, must involve a certain amount of trial and error, experimentation and inefficiency. This program, seeking to devise ways of improving guidance in vocational schools, was no exception.

The first evaluations of such programs must take the above into consideration. Thus, what follows is by no means to be construed as a final evaluation. That will have to come later, perhaps two to three years from now. The current evaluation of this new program's first year of operation has uncovered some strengths which should be built on some major weaknesses which must be corrected. The real test of the program's innovative and creative potential can be determined, in part, on its ability to make the necessary adaptations and to move forward during the second year of its operation.

No comprehensive evaluation would have been possible without the wholehearted cooperation and collaborative endeavor of the Center for Urban Education, the New York City Board of Education's Bureau of Research and Bureau of Educational and Vocational Guidance; and the administrators of the selected vocational high schools in which the program functioned and the staffs of the two occupational guidance centers which were being evaluated. The evaluation committee gratefully acknowledges the assistance of all these individuals and the institutions which they represent.

DESCRIPTION OF THE PROJECT

The New York City Board of Education's Bureau of Educational and

Vocational Guidance project entitled "Improved Guidance Services in Selected Vocational High Schools" was funded, under the provisions of the United States Vocational Education Act of 1963, for the school year 1966-67.

The "Project Description" described the program as follows:

"Over the years there has been considerable dissatisfaction on the part of vocational educators with the screening and selection of pupils who might benefit from programs of vocational education. Because many of the pupils who enrolled in vocational courses received inadequate guidance and often lacked aptitude for this training, there has been a high dropout rate, especially among disadvantaged youth.

It is proposed to strengthen the district vocational education program through the establishment of two District Vocational Guidance Centers, one in Brooklyn and one in Queens. The two centers are located in multi-trade high schools in districts with a high proportion of disadvantaged youth.

Each center will be staffed by three counselors and a secretary and equipped with up-to-date vocational guidance resources. These multi-purpose centers aim at providing the following main services:

1. Intensive individual guidance for potential dropouts within each school;

2. A broad-based program of articulation with the community and with the Feeder junior high schools;

3. Occupational Information Materials Resources for other counselors within the district and, especially, for counselors of Feeder schools who needed assistance in interpreting the offerings of vocational education courses to junior and senior high school students."

Needs and Objectives

A. To improve the identification and screening through which pupils are admitted to programs of vocational training.

B. To provide junior and senior high school students with occupational and career guidance of sufficient scope to enable them to make a wise decision regarding future vocational training.

C. To help pupils understand the occupational areas for which vocational training is available and the requirements for entering certain occupations; to help pupils conceptualize the type of work entailed in these courses by planned try-out experiences.

D. To retain in the vocational facility the pupils who can benefit from the training offered and to help direct pupils to other vocational courses when appropriate.

E. To assist potential and actual dropouts in redirecting their goals so that they can benefit from programs of vocational education that are available to them.

F. To inform parents and young adults about the course offerings in vocational high schools, and the opportunities for additional training for graduates as well as out-of-school youth.

G. To establish materials resource centers which would make available to all schools in the district printed materials, filmstrips, audio-visual aides, and other reference materials needed in school programs of vocational guidance.

H. To provide in-service training for counselors in methods of vocational guidance.

I. To provide orientation for counselors at all school levels concerning vocational development theory and vocational guidance concepts.

J. To develop a manual of comprehensive, sequential occupational information for pupils from K-12, such publication to be prepared and issued by the Bureau of Educational and Vocational Guidance.

The Center for Urban Education, a research and development corporation principally funded by the United States Office of Education, was given the responsibility for evaluation of the above project. It called together an independent six member evaluation committee, made up of New York City counselors and counselor educators, and including a research specialist in educational psychology and computer data analysis (see Appendix C for composition of the evaluation committee).

The evaluation committee used the original proposal submitted by the Bureau of Educational and Vocational Guidance of the New York City Board of Education as the major guide to setting up evaluation objectives and procedures. In addition, written reports of meetings held by the personnel of this project and personal communications and meetings with the project director were also utilized in the determination of evaluation objectives.

On the basis of the above sources, three major general objectives of the project were derived by the evaluation committee:

A. To provide intensive vocational counseling to a group of ninth-grade students, most of whom are likely to drop out of school prior to graduation from high school.

B. To carry out an articulation program with the feeder junior high schools, and with the community.

D. To establish a Materials Resource Center of occupation information for students at the two participating high schools as well as for counselors within the district.

The evaluation team carefully considered how the program met these three goals, and the following is a report of its findings.[1]

EVALUATION DESIGN

A. Intensive Counseling Program

1. Description of the Sample. The setting for the current project was two vocational high schools hereafter designated Center A and Center B. The two vocational high schools were located in low socioeconomic neighborhoods. Almost all of the pupils could be classified as "disadvantaged" in terms of home background and living conditions.

The sample was comprised of approximately half the ninth grade at Center A and almost all of the ninth grade at Center B. The sample was selected by the project counselors on the basis of the following

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[1]It should be noted that certain objectives stated in the original proposal of the Bureau of Vocational and Educational Guidance outlined above did not appear to be part of the Centers' activities observed by the evaluation team and are thus not included in the three major goals derived by the evaluation committee. The unobserved goals included:

a) Counseling of dropouts referred to centers from community agencies, as well as dropouts from the two vocational high schools;
b) To improve the identification and screening through which pupils are admitted to programs of vocational training;
c) To provide orientation for counselors - at all school levels - concerning vocational development theory and vocational guidance concepts;
d) To develop a manual of comprehensive, sequential occupational information for pupils from K-12, such publication to be prepared and issued by the Bureau of Educational and Vocational Guidance.

(The final report of the "Vocational Guidance Centers, 1966-67," pp. 32-33 refers to the start of work on this manual and expresses the intention to complete it by June 1968. However, the evaluation committee did not examine any materials which may have been prepared during the past year.)

criteria: the reading and arithmetic levels of the pupils were between the fourth and tenth grades, the pupils had not more than 40 days of absence for the previous year in the eighth grade, and they were between the ages of 13.5 and 16 as of September 1966. The counselors considered these students to be potential dropouts but not beyond help through counseling. (It should be said that it was not clear to the evaluation committee why the counselors considered their sample to be potential dropouts on the basis of the above stated criteria for selection.) The Sample at Center A included 224 boys, at Center B 122 boys and 24 girls. At each center the total sample was randomly assigned to an experimental group (to receive intensive vocational counseling) and to a control group (not to receive intensive vocational counseling). A number was placed before the name of each pupil (224 at Center A and 146 at Center B) and a table of random numbers was then used to select the experimental and control groups. Both the experimental and control groups were exposed, as were all other students in the two schools, to the schools' regular counseling services during the first year of the project's operation. On the basis of the random assignment, there were 112 boys in the experimental group and 112 boys in the control group at Center A. At Center B there were 81 boys and 16 girls in the experimental samples and 41 boys and 8 girls in the control groups. The data were analyzed separately for boys and for girls. The results for the males constituted the major findings as the female groups at Center B were rather small.

2. Rationale for Selecting Evaluation Methods and Description of Instruments. The evaluation team carefully considered the objectives of the intensive counseling program, as presented in the "Project Description" by the Bureau of Educational and Vocational Guidance of the New York City Board of Education. Under "Needs and Objectives" of the above document, the following statements were made:

> ...To retain in the vocational facility the pupils who can benefit from the training offered and to help direct pupils to other vocational courses when appropriate...
>
> ...To assist potential and actual dropouts in redirecting their goals so that they can benefit from programs of vocational education that are available to them...
>
> ...To provide junior and senior high school students with occupational and career guidance for sufficient scope to enable them to make a wise decision regarding future vocational training...

Review of the "minutes" of the September 21, 1966 meeting of the Occupational Center staffs indicated, in a report of a discussion of "Project Aims and Goals," that: "...Youngsters are to be given insight and realistic vocational information and aims..." The "minutes" also indicated that at this meeting it was felt that: "...There is a need for help in changing the attitudes of youngsters and parents toward vocational education and toward the dignity of work..."

The Evaluation Committee concluded that the goals of the project included (a) decreased school dropout, (b) reduced absenteeism, (c) improved academic achievement, (d) reduced lateness, (e) increased vocational maturity and (f) strengthened positive attitudes toward education. The committee decided that the first four objectives of the

counseling program could be effectively reviewed by examining the school records of the experimental and control groups at the end of the academic year. The form used to record the above noted school data, as well as other potentially valuable information, is reproduced in Appendix B.

Two questionnaires were selected to measure vocational maturity at the start and end of the school year. The first was the Vocational Development Inventory (VDI) reported by Crites (1965). The VDI includes 50 "true" or "false" items, was standardized on 3000 subjects in grades five through 12, and purportedly covers five areas of vocational maturity. Except for the word "occupation," the reading level of the VDI is fourth grade. The five dimensions of the VDI are:

1. The extent to which an individual is actively participating in the process of making a career choice.
2. The extent to which an individual is task- or pleasure-oriented in his attitudes toward work and the values he places upon work.
3. The extent to which an individual relies upon others in the choice of an occupation.
4. The extent to which an individual bases his occupational choice upon a particular factor.
5. The extent to which an individual has accurate or inaccurate conceptions about making an occupational choice.

A single score is obtained reflecting all five areas. The pupils react with either "true" or "false" to each statement. For each item, a response reflecting mature vocational judgment, was assigned a "one" score, while a "zero" was given to a response that Crites cites as not being mature. A response "false," for example, is scored "one" (mature)

for the following item: "Once you make an occupational choice, you can't make another one;" "A person can do anything he wants as long as he tries hard." With 50 items, the range of scores on the VDI is 0 to 50. The internal consistency reliability estimate of the VDI for the samples at Centers A and B was .75 (see Appendix A). A copy of the VDI can be found in Appendix B.

The second approach selected to assess vocational maturity was the "What I Think About Myself" - method devised by Mathewson and Orton (1962). This instrument is concerned with the self, the vocational situation, and the relation of the self to the vocational situation in terms of (a) awareness and understanding, (b) differentiation, (c) emotional tone, (d) value orientation, (e) direction and focus, (f) integration, and (g) developmental potentiality. The subject is asked to imagine and describe himself in a desired career and to indicate his feelings about this imagery. This approach permits the subject to respond in a spontaneous manner to a relatively unstructured situation, in contrast to the highly specific statements in the VDI. Although "What I Think About Myself" is open ended, Mathewson and Orton (1962) present a detailed manual that facilitates quite reliable scoring procedures. A copy of the "What I Think About Myself" test, I and II are presented in Appendix B.

To tap the student's attitudes toward education, the evaluation committee chose two questionnaires used in doctoral dissertations at New York University. One questionnaire was devised by Tenenbaum (1939)

and the second by Wendel (1961). The Tenenbaum test was used with sixth and seventh graders, while the Wendel questionnaire was developed for fourth through eighth graders. These two methods include a total of 48 items that deal with attitudes toward teachers, homework, other pupils, school in general, etc. Both authors attempted to devise items with a simple reading level. In the Tenenbaum test (Appendix B, Student Attitude Inventory: Part I) positive statements about school were given higher scores in the range from 1 to 5. The same procedure was followed for the Wendel instrument (Appendix B, Student Attitude Inventory: Part II). The Tenenbaum test includes 26 items while the Wendel method has 27 statements. For the current sample, the reliability estimate for Part I was .84 (Appendix A), and Part II was .82 (Appendix A).

Three statements from the Coleman Report (1966) were included in the post-testing as they appeared relevant to the outcomes of intensive vocational counseling. They were administered only at the end of the year in that the items were not discovered until late in the school year. The three items relate to Coleman's finding that a significant factor in the academic achievement of disadvantaged children was their belief that they were directly responsible for their behavior rather than that it was the consequence of some external force or magic or chance. The three Coleman items are: "Good luck is more important than hard work for success;" "Every time I try to get ahead, something or somebody stops me;" "People like me don't have much of a chance to be successful in life. If the subject agreed with these comments,

he indicated that others and luck determined his fate and not he himself. The reliability estimate for the total Coleman score was .44 (Appendix A), not surprising for a three-item test.

Both structured questionnaire and unstructured interview techniques were also utilized by the evaluation committee with pupils and with counselors to explore the impact of the intensive counseling program on vocational maturity and attitudes toward school. A report of these interviews is presented later in this evaluation.

One aspect not specifically considered in the above evaluation plan was the variation in personality or individual differences of the students when the intensive counseling program was initiated. By randomly assigning subjects to the experimental and control groups, individual differences in personality were theoretically controlled or equated for the two groups so that the effects of the counseling program could be more clearly examined. If the two groups were equated on personality, then differences that may appear between the two groups could be attributed to the counseling program and not to differences in student personality. Without impairing the above sound procedure, however, the potential importance of individual differences in personality within and between the experimental and control groups could be analyzed if one had a measure of student personality. The interaction of treatment effects (counseling versus non-counseling), and the intrinsic (or natural) individual differences could be evaluated through statistical procedures (i.e., analysis of variance) so that naturalistic and experimental features were evaluated concurrently (Cronback, 1957). In

order to facilitate the above analysis, the evaluation committee decided to use the Sixteen Personality Factor Questionnaire (16 PF) Form E constructed by Eber (1967). The 16 PF Form E version was developed especially for use with individuals from underprivileged areas and for those with little if any schooling. The reading level required for the 16 PF Form E is purported to be about fourth grade. Because the 16 PF Form E was not ready for use at the start of the school year, it had to be administered at the end of the year during the post-testing period. The assumption had to be made, therefore, that the personality dimensions of the 16 PF Form E were stable and remained essentially the seme from the start to the end of the school year. The 16 PF Form E traits reported at the post-test end of the year testing period were assumed to be essentially the same personality characteristics that were present at the start of the school year. The consistently high reliability estimates reported for other forms of the 16 PF (Cattell, R.B., Sunders, D.R., and Stice, G., 1957) strongly suggest that the assumption of stability is warranted. The 16 PF Form E includes such dimensions as aloof-warm, emotional-calm, submissive-dominant, undependable-conscientious, shy-adventurous, trusting-suspicious, dependent-independent. The use of 16 PF data facilitated the testing of such hypotheses as:

1. Dependent pupils will improve more in vocational maturity as a result of intensive counseling than will independent pupils.

2. Aloof pupils will not improve as much as warm students in vocational maturity as a result of intensive counseling experience.

3. Attitude toward school will become more positive for trusting pupils as opposed to suspicious pupils as a result of exposure to intensive counseling.

3. Collection of the Data. The Student Attitude Questionnaires, Vocational Development Inventory, What I Think About Myself, Coleman items, and the Cattell 16 PF were administered in group form to the total sample at each center. These instruments were administered to both the experimental and control groups at the same time in the auditorium or in the lunchroom at the respective schools. Three or four members of the evaluation team were present at each testing session. In addition, the counselors at each center, the pupils' teachers, and several student aides working for the evaluation committee were also present and assisted in the administration of the tests. Although small group testing may have been preferred, the students appeared to be reasonably well behaved and on the whole answered the questionnaires conscientiously. It appeared that most of the pupils responded seriously to the questions. On all testing days, at least 80 per cent of the total sample were present. The approximate testing time for the various methods was: Student Attitude Inventory, Part I, 20 minutes; Student Attitude Inventory, Part II, 20 minutes; VDI, 45 minutes; What I Think of Myself, 15 minutes; Coleman items, 5 minutes; Cattell 16 PF, 60 minutes. The schedule of pre- and post-test data collection was the following:

I. Pretest Fall 1966

First Day: Student Attitude Inventory Part II and VDI.

December 13, 1966 at Center A; December 15, 1966 at Center B.

Second Day: Student Attitude Inventory Part I and What I Think About Myself, Part I.

December 14, 1966 at Center A; December 16, 1966 at Center B.

II. Post-test Spring 1967

First Day: Student Attitude Inventory Part I, VDI and Coleman items.

May 16, 1967 at Cneter A; May 23, 1967 at Center B.

Second Day: Student Attitude Inventory Part II, and What I Think About Myself Part II, and Cattell 16 PF Form E.

May 17, 1967 at Center A; May 24, 1967 at Center B.

Each student was assigned a code number identifying not only the subject but his school, whether he was in the experimental or control group, and whether the student was male or female. The responses to the questionnaires were scored or put into numerical form as outlined in section 2 above (Description of Instruments). The scores of the Student Attitude Inventories, VDI, Coleman items, Cattell 16 PF, as well as the school record information, were then entered onto code sheets. A code sheet contained 80 columns of data. A sample code

sheet (no. 2) is included in Appendix A. Six code sheets were needed to record the data for each subject. Code sheet number 2, presented in Appendix A depicts for subject number 0001 (entered in columns 1, 2, 3, 4) his scores on the items and total test of the Student Attitude Inventory, Parts I and II. After all of the data were recorded on code sheets they were punched onto IBM cards. These cards were then used for statistical analysis on an IBM computer.

B. Articulation with Feeder Junior High Schools and with the Community.

The evaluation committee's major efforts in this evaluation were devoted to assessment of the impact of intensive vocational counseling at the two centers, as described above. However, the articulation program was also evaluated, using two specially designed questionnaires: one a "JHS Articulation Questionnaire" (to be filled out by feeder junior high school teachers and junior high school guidance counselors) and the other a "Community Relations Questionnaire" (to be filled out by personnel at community agencies), both reproduced in Appendix B. In addition, there was developed a "Guidance Counselor Questionnaire" (also reproduced in Appendix B), which was filled out by the six project counselors and which contained several questions relevant to the articulation program.

C. Occupational Materials Resource Centers.

The evaluation committee decided upon expert judgment as the method

of evaluating this last major objective of the project. Two members of the committee are long-time professional members of the National Vocational Guidance Association, have taught graduate courses in vocational guidance and in occupational information over the last fifteen years, and are familiar with the field visit procedures of the American Board on Counseling Services (of the American Personnel and Guidance Association). This background of experience formed the basis for judgments made during visits to the two Occupational Materials Resource Centers as resources were observed and staff and students interviewed.

FINDINGS

A. Intensive Counseling Program

The basic analysis was the comparison of the experimental group with the control group on the test and school data. The t-test statistic was used with the significance level at .05 for a two tailed test. For the VDI and Student Attitude Inventories, difference scores, based on post-test (end of school year) minus pre-test (start of school year) results, were computed. The difference score indicated whether or not there was an increase in vocational maturity and positive attitudes toward school at the end of the school year in comparison with the beginning of the school year. Only post-test data were collected for the Cattell 16 PF and Coleman items.

Student Attitude Inventory Parts I and II

The evaluation committee assumed that one outcome of the intensive

individual guidance program would be a more positive orientation towards school on the part of the students receiving such guidance (experimental group). This assumption was supported for boys but not for girls (on the basis of Student Attitude Inventory data collected at the beginning and end of the school year), but in an unanticipated form. In fact, at both centers, the male experimental and control groups both became more negative toward school by the end of the year. However, the male experimental (counseled) groups at the schools were significantly less negative in their attitudes towards school (on School Attitude Inventory: Part II), than the comparable control (non-counseled) groups. The means, standard deviations, and t-test results indicating the above findings can be found in Appendix A.

Vocational Development Inventory (VDI)

The post-test minus the pre-test data for the Crites VDI revealed no significant differences between the experimental and control groups for both male and female samples. Thus, there was no increase in vocational maturity, as measured by this test, in the experimental (counseled) group. The means, standard deviations, and t-test scores are presented in Appendix A.

What I Think About Myself

After considerable effort was expended on the data from this instrument, it was decided that the responses were non-analyzable. The basic problem was that most of the students did not understand what they were supposed to do. The instructions for this test were given

in detail and repeated often, but the responses indicated that the task was not at all clear. A large number of students left their question sheets blank. Many of the proctors sensed at the time of testing that the instructions did not make sense to many of the students. In addition, the written responses of some students could not be read. The results of the What I Think About Myself instrument was thus omitted from consideration.

Coleman Items

No significant differences were found between the experimental and control groups on the three Coleman items and on the total Coleman item score. The total score was the sum of the three items. These results are presented in Appendix A.

Cattell 16 PF Form E

The hypotheses listed on page 12 were tested, using analysis of variance. None of the hypotheses were supported by the data. In an effort to extrapolate the maximum possible interaction among the several variables, the following additional hypothese were also tested:

1. Dependent pupils will improve more in attitude toward school as a result of intensive counseling than will independent pupils;

2. Aloof pupils will not improve as much as warm students in attitude toward school as a result of intensive counseling;

3. Vocational maturity will become greater for trusting pupils as opposed to suspicious pupils as a result of exposure to intensive counseling.

Again using analysis of variance, none of these additional hypotheses were supported by the data.

School Record Data

The major variables considered here were the Spring 1967 grades in English, social studies, mathematics, science: the average grade for these latter four courses; the grades in various major shop courses: and the number of sbsences and latenesses during the Spring 1967 semester. For the experimental and control groups, there were only three significant differences among the above variables. These data are noted in Appendix A. The three significant differences which did emerge (see Appendix A) indicate that the control group (not counseled) had higher grades in Exploratory Shop and fewer latenesses than the experimental (counseled) group, while small samples (22 and 25) of the experimental group did better than the control group in the Electronics Lab course. The statistically significant results for the school record data, thus, indicate that in two areas (exploratory lab and lateness) the outcome was the opposite of what was expected, while the significant t-test for the Electronics Lab course, in favor of the experimental group, was for a quite limited sample. Thus, on the basis of the school record data analysis, it is concluded that the program achieved no significant impact on these variables.

No evaluation was made of dropout rate, as only about 10 students from the total sample at both centers actually left school during the school year. Almost all students being considered were below the minimum age for dropping out of school. During the Fall 1967 and Spring 1967 terms, this important variable should be carefully examined.

Interviews with Students

A randomly selected group of 30 students from the experimental and control groups at both centers was chosen for unstructures "clinical" interviews conducted by two members of the Evaluation Committee in June 1967.[2] The interviews lasted from ½ hour to 1 hour in length and were conducted by competent, experienced professionals. The interviews were "unstructured" in that there was no checklist or previously determined set of questions to guide the interviewers. However, the questions did tend to focus on the extent to which the students felt they had profited from efforts of the Center's counselors and on the areas of self-concept, vocational maturity, and attitudes toward school, etc. The interviews were distributed as follows:

	Center A	Center B	Total
Experimental Group	8	12	20
Control Group	5	5	10
Total	13	17	30

The greater number of interviews in the experimental group reflects a higher ratio of appointments kept by the experimental group, the

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[2] Although most of those interviewed were randomly selected, about six students who represented the center counselors' choices of their "most successful" and "least successful" cases (as indicated in the "Counselor's Questionnaire" reproduced in Appendix B) were also added. This was done so as to assure that possibly significant outcomes would not be overlooked.

members of which had become accustomed to being called in for interviews. The slight disparities in numbers seen at the two Centers reflect differences in the numbers of "most" and "least" successful counseling "cases" that the committee was able to interview.

In this small sample of students interviewed by the evaluation committee, there appeared to be some qualitative differences in favor of the experimental (counseled) group. More often than not, the experimental group students, when interviewed, were able to talk favorably about "my counselor," evincing varying degrees of contact and different levels of awareness about the purposes of such contacts. On the other hand, the control group students who had available to them only the schools' regular counseling services, were less capable of discussing "a counselor" or the activities participated in with such a service in the school.

The project counseling staffs, via their responses to the "Guidance Counselor Questionnaire" (see Appendix B), felt that their counseling contacts were successful in promoting improved personal, social, academic and vocational adjustment - in differing degrees in different youngsters - and were most impressed with the fact that with a counseling load of approximately 1 to 35, they were able to get to know most of their counselees. This ratio is in sharp contrast to the more usual counselor response when case loads range from 1-300 to 1-750.

However, the evaluation committee interviews with students also revealed that even among the experimental (counseled) group there was little understanding of some of the stated goals of the project, one

of which was "increased vocational maturity." At one Center, the students interviewed, with three exceptions, seemed to be completely unaware of the occupational information materials. They seemed not to know what was in all of the boxes on the tables and shelves and not to have paid any great attention to the displayed vocational information materials nor to the various booklets out on several tables. Some of the experimental group students interviewed did not seem to know that they had seen the counselor for anything else but to get a consent slip for one of the activities of the project: field trips to industry.

At each Center, the evaluation committee made a "spot-check" of the Center's counseling records on individual students. The evaluation committee does not believe that counselors should spend valuable time writing elaborate records, but most of the case records observed were so barren that no one could get much idea of the content much less the quality of the counseling. Center staffs may need to do some reading or get some help in this area. With a maximum case load of approximately 35 students, it should be possible to maintain records that give some view of the development of counseling relationship; some notion of the problem as the counselor sees it, as the student sees it, and, perhaps, as the parents and teachers see it; some notion of the counselor's purposes and what was done to achieve these purposes. There was evidence from the examination of these case records that the counselors had not taken advantage of the opportunities provided by greatly reduced case loads.

In summary, in view of the relatively small counseling "loads,"

which apparently enabled numerous interviews to be held, one would have expected more tangible evidence of the impact on students of this "intensive counseling." Such evidence was not forthcoming in the majority of the various statistical analyses conducted. The evidence was only partially apparent during the interviews with a small sample of students at both Centers, and it was barely visible from a "spot-check" of the counseling records.

B. Articulation With Feeder Junior High Schools

The proposal to strengthen the district vocational education programs specified that counselors in both District Vocational Guidance Centers "would carry out a broad-based program of articulation with the feeder schools." Since each of the vocational high schools had many feeder schools, a decision was made by the Center staffs to work with only a few of the main feeder schools in order to have any impact at all. The major responsibility for the articulation program was assigned to one of the three counselors in each Vocational Guidance Center. The program had two aspects: articulation between the Centers and the feeder schools, and articulation between the Centers and the community. The primary means of assessing the program was a questionnaire. (See Appendix B Part I: Articulation between Centers and Feeder Schools.) The two counselors responsible for articulation (one in each center), relied most heavily on the use of personal visits as a means of communicating with counselors in feeder schools. In turn, counselors in feeder schools indicated that they had relied most often on personal visits to communicate with counselors in the Centers. One of the Center's counselors made as many as 36 visits to the feeder schools. He visited not only the counselors but also the principals and district guidance supervisors. Little or no contact was made with grade advisors.

In addition to having individual conferences with school personnel, project counselors from the guidance centers held group conferences with counselors and students in the feeder schools and, in some instances,

had group conferences with other personnel in the schools.

Project counselors felt that their personal contacts were meaningful and constructive. This conclusion was corroborated by reports from the counselors in feeder schools.

Personal conferences between counselors from the Center and from the feeder schools were supplemented by the distribution to the feeder schools of specific materials such as information sheets for school counselors, information sheets for students, and periodic newsletters for counselors which included educational and vocational information from professional sources. The results of an occupational interests' check list (developed by the guidance centers and administered to pupils in the feeder schools) were made available to counselors in the feeder schools. Occupational work kits, prepared on the basis of results on the "Check List," were distributed to the counselors and employed in group counseling in the feeder schools. The materials were well received by the counselors in feeder schools and appropriately utilized in their activities with students. In the opinion of the evaluation committee, which reviewed two of the kits, they were a useful way of alerting junior high school personnel to specific occupational materials that might be helpful to their students. Appraisal of the "Kits" and other materials distributed by the Centers was positive and, on the whole, well received. However, too few counselors in the feeder schools outside of the major articulation effort were reached by the staff of the guidance Centers. "Kits," newsletters, staff visits, etc. were requested by counselors and personnel in the feeder schools

who were aware of the Centers' activities but were not part of the program.

When feeder school counselors were asked to offer suggestions for improving articulation activities between them and the Centers, most suggestions were similar to the following: "Would like more direct pupil involvement with the Vocational Guidance Centers' counseling staff --more small groups, and resource speakers for assemblies, etc." "More regular conferences, more sharing of group discussions; greater interschool visitation and more weekly bulletins."

Most counselors and other school personnel of the feeder schools felt that the Vocational Guidance Center staff had provided them with useful information and had enabled them to provide their students with better guidance. Interestingly, no one at any of the feeder schools felt that the articulation program had had negative or deleterious effects. Attitudes then, ranged from either neutral (of no influence) to anywhere from mild to very positive effects, with the preponderance of opinion being the latter.

C. Articulation between Centers and Community

This aspect of the program was again the responsibility primarily of one counselor in each Vocational Guidance Center. Other counselors in the Centers participated in this phase only to the extent that they made a few telephone calls, wrote a few letters, or communicated via administrative personnel in schools with several agencies in the community.

The counselors , (one in each Center), who assumed major responsibility for developing a dialogue between the school and community relied most heavily on personal visits. -- Visits which enabled them to establish relationships of a meaningful and durable quality.

Visits were made to community centers, local social agencies, churches, civic associations, industry, etc. Generally, the purpose of the visits was to explain the role and function of the Centers, to become acquainted with the activities of the different community groups and the ways in which they might serve the school system and the community, and to explore and discuss how the Centers could utilize the various services and, finally, to develop a cooperative endeavor explicitly aimed at rendering a service to students.

Visits were made, for example, to the Willoughby Street Settlement House, the Aspira Agency, the Church of the Open Door, the Fort Green Community Progress Center, and the Huntington Community Center.

In addition to the basic purpose of the visits, outlined above, particular objectives or aims were defined for each agency. For example, at the Fort Greene Community Progress Center, intensive effort was focused on the planning and formulation of a proposal for an adult training program for persons in the community 22 years and over. The program would also be made available to family members of students. One of its goals would be the placement of its students in gainful employment.

A consequence of the numerous visits made to industry and agency personnel in the community was the development of a reservoir of human resources and talents which could be called upon to complement the counselor's services to students who were in school; (college staff, career consultants, and other personnel worked very closely with counselors in the preparation of a career-day program for students and members of the community --a program that was distinctly successful.)

The feedback or response of members or representatives in the community to the articulation efforts of the counselors has been positive. Agencies have sent representatives to the schools to assist the counselors. In some cases, members of the "Women's Talent Corps" participated in clerical and other tasks in the Vocational Guidance Centers. The relationships were positive and meaningful. The project counselors commented: "Helpful in establishing good school-community relationships, especially to Ghetto Community." "Continually in touch with Vocational Guidance Center and school." "Very informative and helpful in terms of how we might work together and use their service."

In several cases, attitudes are described as having been "very negative and information very distorted, very limited and inaccurate" concerning the schools prior to counselor visits. These attitudes were changed; if not to very positive ones, they shifted to, at least, neutral feelings.

In many instances, agencies and organizations gave the counselors occupational literature, such as posters, pamphlets, brochures and films. It seems clear from such activities that attitudes in the

community have responded favorably to the articulation program.

The student field trip program contributed to the overall articulation effort in the community; a brief critical appraisal is in order. It is to be noted, however, that the major benefit of the field trip program lies in its providing students with current, first hand, meaningful occupational information. The secondary benefit was in establishing ties between industry or business and the counselors via the Centers. All counselors in the Centers participated in this exercise. A sample of the places visited is as follows: Bell Telephone Company, Communications Center at Fort Monmouth, RCA Institutes, Bausch and Lomb Optical Company, Bulova Watch Company, American Air Lines, Chase Manhattan Bank, Police Academy, and Western Union. The project counselors reported that: Industry was "very interested in doing everything possible to provide meaningful field trips into the world of work and expressed a desire to continue their efforts in the future." Many businesses opened their doors for future jobs, before and after the students' graduation. To further demonstrate their support, over 40 representatives of local industries were sent to the Career Day exercises at school to provide whatever services might be.

In conclusion, it appears that the articulation program in the community was successful. Valuable contacts and relationships were established between the guidance Centers and the community --relationships which should be developed in the interest of students, the schools, and the community.

The weakness of the articulation program in the community lies in the fact that not all project counselors participated fully in it. Thus, it may be that many of the ties developed in the community could evaporate when the counselor now responsible for constructing these relationships is no longer a member of the Vocational Guidance Staff.

C. Occupational Materials Resource Centers (Analysis of Visits During the Spring 1967)

The occupational materials resource centers in the two schools need to be described separately since the volume, quality, and utilization of the material was markedly different at each center:

Center A

The counselors in this center collected, classified, and organized a wealth of occupational informational materials (pamphlets, booklets, articles, etc.), which cut across a wide range of occupational and which seemed to be within the vocabulary level of the majority of the students. It was grouped by occupational family and was displayed on tables along the wall in cut-down corrugated cardboard cartons in a rather novel arrangement so that pamphlets could be seen. Each box was marked prominently as to its contents.

There were some tape materials but the tape recorder was in a locked closet and gave no evidence that students had used it. One tape had been prepared which directed the students in how to use the materials in the room. There was no evidence of the use of any films about occupations; although there was what appeared to be a video-tape in a sealed carton.

The room used for the resources center had been a classroom with blackboards on two walls and closets on a third. Selected materials were displayed across the top of the blackboards and all across

the chalk shelves. Bulletin boards were used to display attractive materials and cartons on occupations related to the vocational training offered in the school. These bulletin boards were in the room used by the center. There was also a large bulletin board in the corridor outside the room and this provided an eye-catching display of materials. The middle of the room was used as a reading and reception area and had a number of booklets on the table for students to read while waiting for interviews. On evaluation committee visits to the Centers it was noticed that the display materials had been changed as had the booklet on the table. Students were sitting at the table reading materials.

It was one of the counselors at this resource center that prepared the occupation kits discussed previously. The resource center also provided teachers with special occupational information material when it was requested.

OVERALL EVALUATION

This resource center is collecting, classifying and attempting to display a wide range of printed materials. However, it may be that the superabundance of literature in evidence creates confusion rather than stimulates interest. In any case, one box in evidence on two occasions seemed to indicate lack of sensitivity since it was labelled "Opportunities for the Disadvantaged" and was on a table where the label could be read by all of the students who visited the center.

Greater selectivity and rotation of displays might have been useful.

The physical facilities were not adequate for three counselors, a secretary, a reception area, and for the display and use of occupational information materials. The operation of necessity would be limited to printed materials since there was no space for the use of records, films, and tapes which might have appeal for these young people.

Also, there was no indication of the coordination of the center's materials to those of the school library. The shops might have been approached to design and construct display boxes of shelves.

Nine students in the experimental group were interviewed. Only three gave any evidence of having looked at any material. It may well be that the others had, but it apparently had made little impression on them. There seemed to be no systematic use of materials in relation to field trips, either before or after the trips. For example, the students who had gone to Kennedy Airport did not indicate that they had read anything about air transportation occupations, either in preparation for their visit or as a result of the trip. Similarly, on the day following our last visit a number of students were to go on a field trip to a bank; they had not read anything about occupations in banking nor had they had discussion in preparation for the visit, except in terms of appropriate dress. Several of the girls indicated that they had been asked to write thank you notes following a visit but they had not had group discussion on what they had observed.

The students interviewed, admittedly a small sample, seemed to

view their contacts with the counselors as arrangements for field trips, tutoring, settling difficulties with school programs. Only two of the students felt that the assigned counselor was someone who might be of help in talking about the world of work.

Center B

The occupation information materials at this Center were limited in terms of quantity, occupational coverage, display, and student use. There was a small box of pamphlets on occupations, and some reading workbooks, which were not related to occupations.

The physical arrangements of this center provided interviewing cubicles, one of which was sufficiently large to include a work table, and it was in this section that occupational information materials were kept. The outer walls of the cubicles were decorated with posters, some of them directly relating to the work world, while others had no relevance but provided color. One wall had a poster with an arrangement of photographs of workers with the heading "Win a Prize, Guess What Kind of Work These People Do." There were bulletin displays of New York Times want ads, sorted in relation to the vocational majors in the school. In one cubicle there was a display of an article from Time Magazine depicting Negroes in various occupations. The evaluation committee noted some materials on each counselor's desk and a bulletin board with posters in the corridor.

Six of the ten students interviewed were in the intensive counseling project. With only one exception, occupational materials had been used with them and they had talked over specific occupations with the counselors. Four of the students were also in an experimental program for poor readers. The students have special teachers and work at their own pace. These boys were highly motivted, had positive attitudes towards school and were vocationally oriented. They could see the relation between school and work.

The students interviewed seemed to have good orientation toward their field trips and followed them with discussion. In general, this Center seemed to have more impact on vocational maturity than did the other.

Both Centers

Although the resource centers gathered a great deal of material, there was no evidence of its impact on students, nor indication of effect on the library in either school. A few teachers and members of the regular guidance staffs mentioned using the materials. An overall plan for using the materials was not in evidence.

There were a variety of potentially interesting possibilities via use of films and tapes, but no evidence of their use with students.

The new kit of materials developed and sent to feeder junior high schools was a creative idea and was well received by these schools. It appeared to be the sole novel utilization of occupational materials.

As viewed by the evaluation committee such a resource center should serve as a model, which would be emulated by other schools. Such a resource center should be impressive in its display - somewhat similar to the exhibitions of textbooks and other equipment viewed at professional conventions, i.e., APGA, APA, etc. It is recognized that limited funds were available, but it also seems possible to have more creative displays, without great expenditure, by use of schools' shop resources. Such displays could lead to more meaningful and appropriate use of the materials by students, teachers, and counselors.

It should be added that the Centers showed a capacity for critical self-analysis[1] which it is felt can be utilized to explore new directions in the further development of the occupational materials resource centers.

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[1]Project Director's 1966-1967 Report, Bureau of Educational and Vocational Guidance, Board of Education, page 43, C-4 and C-5.

D. Summary of Evaluations of Guidance Counselor Questionnaires

(See Appendix B for Copy of This Questionnaire)

The evaluation committee's decision to obtain information by questionnaire from the Center counselors had several reasons. First, we believed that it would be helpful to establish a standard set of questions in order to obtain information in prescribed areas. Second, it seemed expedient to question this way, rather than by interview, thereby providing the counselors with an opportunity to think and to respond at their leisure, and third, the counselors responses were recorded in such a way as to lend themselves to critical comparisons.

One of the most interesting factors revealed by the questionnaire is the noticeable variation with which the project counselors responded. In one case, the counselor was very thorough, detailed, and apparently interested in giving as much information as possible in the space provided. This counselor was free and spontaneous, so it seems, in her reactions and responses. On the other end of the continuum, another counselor was overly restrained, and at the same time superficial and resistant to revealing himself in the questionnaire. His answers bordered on being flippant. The other counselors' responses were spread along the continuum between these extremes.

All but one counselor had a masters degree. Most had many graduate credits beyond the masters - actually, the average number of graduate credits was approximately seventy. The average number of

graduate credits in counseling, guidance, and psychology courses was 45. Several counselors were working on their professional diplomas. Several have received honors and awards during their professional careers. They are certified and licensed as teachers and counselors in the educational system - most of them in recent years. The counselors have various backgrounds; in addition to teaching, some have been dean of students, grade advisors, held administrative roles, one has been a registered nurse, another a coordinator of educational activities. As may by expected, the counselors are members of numerous professional organizations and associations. One counselor belongs to at least 12 professional organizations.

It is not surprising to find that the counselors ranked individual, personal counseling as the major type of counseling they practice. In second place, they ranked educational counseling, and in the third place - vocational counseling. One wonders what determines this rank-order of emphasis in counseling - genuine interest, status and social desirability, or what. One clear-cut response is obtained when the counselors are asked to reveal their theoretical framework within which they operate. They are all eclectic. Some toss in a little "nondirective" theorizing to make it seem respectable.

The answers in response to a question asking which students had been most aided by the intensive counseling varied from the passive-type student through the flexible, nonrigid type to the verbal assertive, to the recalcitrant type. Counselors found it most difficult to

work with students who in the counselors terms, were silent, unrealistic, immature, or hostile in their relations, and also those students who had "bleak outlooks" and were in the counselors' views, unmotivated to help themselves: yet counselors believed that they had changed client attitudes from low self-images to more self-respecting ones, from irresponsibility to an assumption of responsibility, from lack of respect for others to respect and care for others, and from unawareness of strengths, talents, etc. to greater recognition of self on realistic levels. These noticeable accomplishments, the counselors claim, are in part due to their consultations with their fellow counselors, teachers, social workers, health counselors, community agencies, parents, and others who were willing to assist and to cooperate with them in the interest of their students.

Most of the techniques employed by the counselors were orthodox or traditional in kind, and only in a couple of instances did the counselors deviate from typical, tried method - for example, when they manipulated the parents into putting pressures on students to change student behavior, or when they exploited their field trips in a constructive way to establish a rapport with students that spilled over into counseling relations. The counselors admitted that in some cases, they believed their technqiues had been ineffective: that their brand of nondirective counseling fell flat or was of little apparent use with suspicious, noncommunicative, hostile youngsters. They noted also that much of their counseling was handicapped by such external factors as lack of privacy, interruptions by announcements over loud speakers,

fire drills, and administrative rigidities in student programs.

Despite the negatives of the situation, counselors say they had many rewarding experiences in their work with students: they witnessed real growth in the behavior of some of their students, established relations with parents heretofore unknown, enjoyed having smaller caseloads and enjoyed their work in the community.

Counselors appeared to have been quite frank in their evaluation of themselves and their client's behavior. They reported the details of cases they believed were successful and the details on those they believed were relative failures.

In their view of the program as a whole, most counselors felt that it has just developed to the point at which it can begin to demonstrate its effectiveness. They complained also that many objectives had not been made explicit to them and that there was a lack of coordination of their efforts and numerous other aspects of the program. Also, the counselors believe that more lines of communication with the total school program are needed. This means that the articulation effort should extent into areas not defined during the past year.

RECOMMENDATIONS

General

There is one central recommendation with which the evaluation committee has grappled all year. Given a group of energetic, interested, dedicated, and seemingly well-qualified counselors; given a proposal

which has a wide range of goals, any one of which could easily keep a staff of counselors busy all year - how can the most effective services be provided?

The evaluation committee urges strongly that the most effective services can be provided when the goals or aims of the project for the year are made explicit. It is also imperative that priorities of goals be clearly established. For example, it seemed obvious from the original proposal and from conferences with the project leadership and staff that the central effort during the year would be "intensive counseling." Yet it is apparent from the Project Directors Report,[1] in which approximately forty-five pages are devoted to "Articulation" and only three pages to individual and group counseling, that this was not the case.

There seemed to be little relationship between the plans in the original proposal and the specific activities in the Centers. It is therefore strongly recommended that the first order of business for the coming year be that the Center staffs set down in writing, in a systematic fashion, specific objectives and, for each objective, related behaviors and the major project activities designed to achieve these objectives.

For example;

Objectives - to increase the vocational maturity of selected 9th grade boys.

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[1] Project Director's 1966-1967 Report Bureau of Educational and Vocational Guidance, New York City Board of Education, page 43, C-4 and C-5.

Related Behavior - students will (a) request appointments for the purpose of discussing their vocational plans; (b) make increasing use of the occupational information materials in a planned manner; and so forth.

Major Project Activities - (a) preparation of students for field visits to places of employment; (b) field visits in small groups; (c) group discussion following field visits; and so forth.

Note: A review of an excellent list of activities suggested last year by Dr. Bernard Kaplan, New Jersey State Department of Education, might be appropriate.

Such a systematic presentation of objectives and of relating project activities to specific objectives might prevent the kind of confusion of goals that seemed to be characteristic of some of what the evaluation committee observed. It might assist the staff to focus on the proposal's plan for the project (and would certainly assist in evaluating it).

The evaluation committee also concurs with the counselor's criticism, "We attempted to do too much, to soon. We should have limited our goals for the first term and added others after we had our feet on the ground." The counselors were not clear about the goals and operations required to achieve their objectives. Each counselor appeared to operate autonomously at times. This would have been diminished or prevented if more time had been given to a preplanning phase, an operation geared to establishing method, defining objectives, deloping lines of communication, etc., etc. An example of the consequences of the failure to do this provided by the fact that it took the counselors three-quarters of the year to establish the individual resource

centers and to develop the job kits.

In summary, then the evaluation committee recommends that the numerous and multifarious tasks outlined in the proposal - and, in fact, added to it throughout the past year - should be carefully reviewed and reduced in number. The emphasis should be on quality, not quantity. This point applies across the board to the entire year's operation and function.

Clarification of goals and objectives and development of relevant procedures to effect desired kinds of behavioral changes in students in all likelihood would necessitate an increase of direct supervision of Center operations. This would include field visits that focus on the relation of current activities to project objectives. Center staffs may need some help in reorienting their perspectives. Counseling with highly motivated, middle-class, college-bound students - the background of most of the counselors - is very different from work with students involved in this project. In addition, the responsibilities of such a project are quite different from the regular guidance program of the school and require maximum try-out of new approaches emerging from creative thinking about the problems encountered. Such a project requires the constant exploration of new alternatives.

Intensive Counseling

The evaluation committee recommends:

1. Defining of goals and objectives of individual counseling

and development of relevant procedures. Thus, consideration of such objectives and expected behavioral outcomes within students might help the staff to make these contacts with the youngsters more meaningful. It is more than just the number of interviews that counts.

2. That the purposes of group guidance and/or group counseling should be kept clearly in mind, as should the limitations of the staff in terms of skill or preparation for this responsibility. A few sessions of in-service training do not make a group counselor and, in some of our interviews with students, this was quite evident. Thus, some of the students viewed the group meetings as discussions on how to dress for a field trip. In addition, neither Center seemed to have the appropriate physical facilities for group counseling, and these are essential for the most effective group work.

3. That there be maximum effort in individual and group counseling with the incoming junior high school group, especially those who participated in this year's "Articulation" efforts.

4. That there be continued individual and group counseling with the students who were in the project at both Centers this year. For this group, the coming year will be critical, since most of the students will then be reaching their sixteenth birthday.

Articulation with Feeder Junior High Schools

The evaluation committee concurs with the essentially positive evaluation of the articulation program made by the staff at the Voca-

tional Guidance Centers and the counselors and personnel of the feeder schools. We believe more far-reaching benefits would have accrued to staff and students alike if it were required that all counselors at the Vocational Guidance Centers had engaged more directly and actively in the articulation effort.

On the basis of our evaluation, we recommend that:

1. The articulation program be extended in scope to reach all the counselors in all the feeder schools to the Vocational Guidance Centers;

2. Materials such as newsletters, information sheets of numerous varieties, bulletins, films, etc. be circulated through feeder schools to all personnel directly involved in articulation with the Centers and to personnel actively participating in the educational and vocational career decisions of students;

3. Interschool visits (particularly between Center staff and counselors in feeder schools) be increased to provide a greater sharing of information and skills;

4. The staff of the Vocational Guidance Centers be increased in order to institute the aforementioned program.

Articulation with Community

In a followup to our evaluation of this phase of the articulation program, we recommend that:

1. The articulation program be extended in the community with

the assistance of all counselors who are assigned to the guidance centers and, also, with all the counselors who are on regular assignment in the schools;

2. Materials, such as newsletters and bulletins from the Centers and schools, be circulated to all agencies and institutions participating in the project, to execute these recommendations with efficacious results.

Occupational Materials Resources Centers

In addition to recommendations made earlier, the evaluation committee further recommends:

1. Greater selectivity and more frequent rotation of displays, so as to promote more effective use of materials.

2. Systematic use of occupational materials in coordination with the field trips to various industries, so as to encourage their greater use by students later on.

3. Coordination of efforts with the school library.

4. Greater use of films and tapes, as well as other audio-visual aids.

TRYON RELIABILITY ESTIMATE

Table 1

(Generalized Kuder-Richardson Formula 20 Reliability)

Sample Centers A & B (Vocational Guidance Project) Date _____

Instrument Crites VDI Variable Post-Test Scores Only

$$R_{xx} = \frac{n}{n-1}\left(1 - \frac{\Sigma S_i^2}{S_x^2}\right)$$

n = number of Items
N = number of Subjects

ΣSi^2 = sum of variances of each item (or variable)

Sx^2 = total item (or variable)

$$\frac{\Sigma X^2}{N} - \left(\frac{\Sigma X}{N}\right)^2 = \text{Variance}$$

Variable or Item#	Standard Deviation	SD^2 (Variance)
1	.37	.1369
2	.33	.1089
3	.38	.1444
4	.35	.1225
5	.41	.1681
6	.40	.1600
7	.36	.1296
8	.41	.1681
9	.29	.0841
10	.50	.2500
11	.46	.2116
12	.45	.2026
13	.48	.2304
14	.34	.1156
15	.50	.2500
16	.50	.2500
17	.45	.2025
18	.49	.2401
19	.47	.2209
20	.49	.2401
21	.46	.2116
22	.45	.2025
23	.49	.2401
24	.44	.1936

ΣSi^2 = _____

N = 227

Sx = 6.25

Sx^2 = 39.06

$R_{xx} = \frac{50}{49}\left(1 - \frac{9.87}{39.06}\right)$

$= 1.02\ (1 - .252)$

$= 1.02 \times .74$

R_{xx} = .7548

TRYON RELIABILITY ESTIMATE

(Generalized Kuder-Richardson Formula 20 Reliability)

Sample _____ Date _____

Instrument Crites VDI Continued Variable _____

$R_{xx} = \frac{n}{n-1}\left(1 - \frac{\Sigma Si^2}{Sx^2}\right)$

n = number of Items
N = number of Subjects

ΣSi^2 = sum of variances of each item (or variable)

Sx^2 = total item (or variable)

$\frac{\Sigma X^2}{N} - \left(\frac{\Sigma X}{N}\right)^2$ = Variance

Variable or Item#	Standard Deviation	SD^2 (Variance)
25	.50	.2500
26	.49	.2401
27	.50	.2500
28	.50	.2500
29	.50	.2500
30	.49	.2401
31	.45	.2025
32	.50	.2500
33	.50	.2500
34	.50	.2500
35	.30	.0900
36	.43	.1849
37	.43	.1849
38	.39	.1521
39	.50	.2500
40	.47	.2209
41	.46	.2116
42	.40	.1600
43	.42	.1764
44	.50	.2500
45	.41	.1681
46	.39	.1521
47	.35	.1225
48	.46	.2116
49	.50	.2500
50	.41	.1681

ΣSi^2 = 9.8700

N = 227

Sx = 6.25

Sx^2 = 39.06

$R_{xx} = \frac{50}{49}\left(1 - \frac{9.87}{39.06}\right)$

$= 1.02\ (1 - .252)$

$= 1.02 \times .74$

R_{xx} = .7548

Table 2

TRYON RELIABILITY ESTIMATE

(Generalized Kuder-Richardson Formula 20 Reliability)

Sample Centers A & B (Vocational Guidance Project) Date _____

Instrument Student Attitude Inventory Part I Variable (Post Test Scores Only)

$$R_{xx} = \frac{n}{n-1}\left(1 - \frac{\Sigma Si^2}{Sx^2}\right)$$

n = number of Items
N = number of Subjects

ΣSi^2 = sum of variances of each item (or variable)

Sx^2 = total item (or variable)

$$\frac{\Sigma X^2}{N} - \left(\frac{\Sigma X}{N}\right)^2 = \text{Variance}$$

Variable or Item#	Standard Deviation	SD^2 (Variance)
1	.99	.9801
2	1.55	2.4025
3	1.05	1.1025
4	.96	.9216
5	1.45	2.1025
6	1.06	1.1236
7	.86	.7396
8	1.02	1.0404
9	1.24	1.5376
10	1.79	3.2041
11	1.91	3.6481
12	1.91	3.6481
13	1.69	2.8561
14	1.67	2.7889
15	1.87	3.4969
16	1.85	3.4225
17	1.57	2.4649
18	1.93	3.7249
19	1.73	2.9929
20	1.61	2.5921
21	1.72	2.9584
22	1.84	3.3856
23	1.87	3.4969
24	1.40	1.9600
25	1.81	3.2761
26	.90	.8100

ΣSi^2 = 62.6769

N = 227

Sx = 17.49

Sx^2 = 316.48

$R_{xx} = \frac{26}{25}\left(1 - \frac{62.68}{316.48}\right)$

$= 1.04\ (1 - .198)$

$= 1.04 \times .81$

R_{xx} = .8424

TRYON RELIABILITY ESTIMATE

Table 3

(Generalized Kuder-Richardson Formula 20 Reliability)

Sample Centers A & B (Vocational Guidance Project) Date _____

Instrument Student Attitude Inventory Part II Variable Post-Test Scores Only

$$R_{xx} = \frac{n}{n-1}\left(1 - \frac{\Sigma S_i^2}{S_x^2}\right)$$

n = number of Items
N = number of Subjects

ΣSi^2 = sum of variances of each item (or variable)

Sx^2 = total item (or variable)

$$\frac{\Sigma X^2}{N} - \left(\frac{\Sigma X}{N}\right)^2 = \text{Variance}$$

Variable or Item#	Standard Deviation	SD^2 (Variance)
1	1.42	2.0164
2	1.39	1.9321
3	1.45	2.1025
4	1.43	2.0449
5	1.51	2.2801
6	1.51	2.2801
7	1.60	2.5600
8	1.65	2.7225
9	1.23	1.5129
10	1.78	3.1684
11	1.68	2.8224
12	1.66	2.7556
13	1.72	2.9584
14	1.57	2.4649
15	1.33	1.7689
16	1.71	2.9241
17	1.70	2.8900
18	1.66	2.7556
19	1.61	2.5921
20	1.76	3.0976
21	1.71	2.9241
22	1.72	2.9584
23	1.66	2.7556
24	1.70	2.8900
25	1.70	2.8900
26	1.67	2.7889
27	1.59	2.5281

ΣSi^2 = 69.3846

N = 227

Sx = 18.36

Sx^2 = 337.08

$R_{xx} = \frac{27}{26}\left(1 - \frac{69.38}{337.08}\right)$

$= 1.03\ (1 - .205)$

$= 1.03 \times .795$

R_{xx} = .8189

TRYON RELIABILITY ESTIMATE

Table 4

(Generalized Kuder-Richardson Formula 20 Reliability)

Sample Centers A & B (Vocational Guidance Project) Date _____

Instrument Coleman Items Variable Post-Test Scores Only

$$R_{xx} = \frac{n}{n-1}\left(1 - \frac{\Sigma S_i^2}{S_x^2}\right)$$

n = number of Items
N = number of Subjects

ΣSi^2 = sum of variances of each item (or variable)

Sx^2 = total item (or variable)

$\frac{\Sigma X^2}{N} - \left(\frac{\Sigma X}{N}\right)^2$ = Variance

Variable or Item#	Standard Deviation	SD^2 (Variance)
1	.68	.4624
2	.83	.6889
3	.69	.4761

ΣSi^2 = 1.6274

N = 267

Sx = 1.52

Sx^2 = 2.31

$R_{xx} = \frac{3}{2}\left(1 - \frac{1.63}{2.31}\right)$

$= 1.50\ (1 - .71)$

$= 1.50 \times .29$

R_{xx} = .435

Table 5

VOCATIONAL GUIDANCE PROJECT CODE SHEET NUMBER 2

Name _____ Class _____

Column # on IBM card									
1.	Subj. Code #0001	21.	c	41.	8	61.	Total Score Part I		
2.	" " "0001	22.	d	42.	9	62.	" "		
3.	" " "0001	23.	e	43.	10	63.	" "		
4.	" " "0001	24.	f	44.	11	64.	Total Score Part II		
5.	Code Sheet #0001	25.	g	45.	12	65.	" "		
6.	School Attitude Part I (Post Test) IBM#1	26.	15	46.	13	66.	" "		
7.	#2	27.	16	47.	14	67.	Total Score Part I&II		
8.	3	28.	17	48.	15	68.	" "		
9.	4	29.	18	49.	16	69.	" "		
10.	5	30.	19	50.	17	70.	Part I Post-Pre		
11.	6	31.	20	51.	18	71.	" "		
12.	7	32.	Blank	52.	19	72.	" "		
13.	8	33.	5-Experimental 7-Control	53.	20	73.	Part I&II Post-Pre		
14.	9	34.	School Attitude Part II (Post Data) Item#1	54.	21	74.	" "		
15.	10	35.	#2	55.	22	75.	" "		
16.	11	36.	3	56.	23	76.	Part I&II Post-Pre		
17.	12	37.	4	57.	24	77.	" "		
18.	13	38.	5	58.	25	78.	" "		
19.	14a	39.	6	59.	26	79.	School&Group		
20.	b	40.	7	60.	27	80.	2-Post Test		

TABLE 6

COMPARISON OF MALE EXPERIMENTAL AND CONTROL GROUPS ON SCHOOL ATTITUDE INVENTORIES, V.D.I., AND COLEMAN ITEMS

Test	Experimental N	Experimental Mean	Experimental S.D.	Control N	Control Mean	Control S.D.	t	p
School Attitude Part I (Post-Pre)	128	-4.13	16.68	99	-3.28	16.15	.386	n.s.
School Attitude Part II (Post-Pre)	128	-4.83	16.48	99	-12.04	16.84	3.239	.005
School Attitude Part I & II (Post-Pre)	92	-20.20	23.49	77	-24.16	23.99	1.081	n.s.
Crites V.D.I. (Post-Pre)	143	-.81	4.79	111	-.01	5.19	1.291	n.s.
Coleman* Item #1	150	2.64	0.65	117	2.56	0.72	1.003	n.s.
Coleman Item #2	150	2.17	0.83	117	2.25	0.82	0.731	n.s.
Coleman Item #3	150	2.53	0.72	117	2.65	0.65	1.445	n.s.
Coleman* Total Score	150	7.34	1.54	118	7.46	1.50	0.627	n.s.

* post test only

TABLE 7

COMPARISON OF FEMALE EXPERIMENTAL AND CONTROL GROUPS ON
SCHOOL ATTITUDE INVENTORIES, V.D.I., AND COLEMAN ITEMS

Test	Experimental N	Experimental Mean	Experimental S.D.	Control N	Control Mean	Control S.D.	t	p
School Attitude Part I (Post-Pre)	11	-8.55	9.47	6	-11.17	19.73	0.375	n.s.
School Attitude Part II (Post-Pre)	11	8.36	12.59	6	-7.83	24.77	1.812	n.s.
School Attitude Part I & II (Post-Pre)	11	-0.18	19.27	6	-19.00	42.43	1.274	n.s.
Crites V.D.I. (Post-Pre)	12	0.00	5.06	8	2.25	4.56	1.012	n.s.
Coleman* Item #1	12	2.42	0.79	8	2.63	0.52	.653	n.s.
Coleman Item #2	12	2.25	0.97	8	2.50	0.53	.664	n.s.
Coleman Item #3	12	2.67	0.65	8	2.75	0.46	.312	n.s.
Coleman* Total Score	12	7.08	1.88	8	7.88	1.13	1.064	n.s.

*post test only

TABLE 8

COMPARISON OF MALE EXPERIMENTAL AND CONTROL GROUPS ON SCHOOL RECORD DATA FOR SPRING 1967 SEMESTER

Area	Experimental N	Experimental Mean	Experimental S.D.	Control N	Control Mean	Control S.D.	t	p
English	172	68.28	15.12	134	67.42	13.68	.518	n.s.
Social Studies	176	66.47	16.47	136	68.59	15.48	1.159	n.s.
Math	178	64.03	19.82	135	66.75	17.49	1.264	n.s.
Science	176	68.24	15.40	136	68.03	13.61	.125	n.s.
Average of English, Social Studies, Math, Science	178	67.14	14.55	136	67.42	13.22	.175	n.s.
Wood Working	51	65.39	15.81	47	67.62	19.82	.617	n.s.
Electrical Installation	30	69.83	16.53	27	69.00	15.23	.197	n.s.
Radio Mechanics	38	67.26	18.45	43	66.21	20.44	.242	n.s.
Exploratory Machine	62	73.76	12.27	62	70.42	14.50	1.384	n.s.
Exploratory Shop	59	58.56	22.01	32	68.28	15.74	2.208	.05
Basic Metals	58	70.78	13.36	60	69.90	13.82	.350	n.s.
Exploratory Clock and Watch	57	74.12	14.21	46	73.00	14.13	.400	n.s.
Electronics Lab	22	76.27	13.43	25	64.20	21.59	2.264	.05
Average of Shop Grades	179	69.94	19.12	137	70.27	15.06	.168	n.s.
Absent	173	15.24	17.37	129	12.01	14.33	1.723	n.s.
Late	173	12.14	16.82	132	8.02	13.56	2.303	.05

TABLE 9

COMPARISON OF FEMALE EXPERIMENTAL AND CONTROL GROUPS ON SCHOOL RECORD DATA FOR SPRING 1967 SEMESTER

Area	Experimental N	Experimental Mean	Experimental S.D.	Control N	Control Mean	Control S.D.	t	p
English	15	68.67	14.82	7	65.00	11.18	.579	n.s.
Social Studies	15	76.33	15.37	7	72.14	11.50	.639	n.s.
Math	15	63.00	10.32	7	61.43	14.06	.297	n.s.
Science	15	65.00	13.36	7	65.00	8.66	.000	n.s.
Average of English, Social Studies, Math Science	15	68.27	12.19	7	66.00	9.22	.435	n.s.
Wood Working	0	0.00	0.00	0	0.00	0.00	0.00	
Electrical Installation	0	0.00	0.00	0	0.00	0.00	0.00	
Radio Mechanics	0	0.00	0.00	0	0.00	0.00	0.00	
Exploratory Machine	0	0.00	0.00	0	0.00	0.00	0.00	
Exploratory Shop	15	37.67	19.44	7	47.14	17.99	1.088	n.s.
Basic Metals	0	0.00	0.00	0	0.00	0.00	0.00	
Exploratory Clock and Watch	0	0.00	0.00	0	0.00	0.00	0.00	
Electronics Lab	0	0.00	0.00	0	0.00	0.00	0.00	
Average of Shop Grades	15	37.67	19.44	7	47.14	17.99	1.088	n.s.
Absent	7	9.57	10.00	4	22.50	31.59	1.032	n.s.
Late	7	2.43	3.82	4	2.75	2.22	.152	n.s.

Appendix B - INSTRUMENTS

IMPROVED GUIDANCE SERVICES IN SELECTED VOCATIONAL SCHOOLS

List of Instruments

Student Attitude Inventory: Part II	B1
Vocational Development Inventory	B7
Student Attitude Inventory: Part I	B12
What I Think About Myself: Part I	B16
What I Think About Myself: Part II	B17
16 P.F. Test: Form E	B18
School Data Collection Form G	B28
Questionnaire re: Community Relations	B30
Guidance Counselor Questionnaire	B37

Center for Urban Education

STUDENT ATTITUDE INVENTORY: PART II

Name (Please Print): _____
Last Name First Name

The questions below will ask you to tell how you feel toward your school. This is not a test. There are no right or wrong answers. Place a check next to the one answer which most nearly tells how you feel. Read each question carefully. If you do not understand a question, ask the person in charge to explain it to you. You may use the spaces below each question to explain your feelings.

1. Do you feel that you are going to a good school?

_____A. I am going to a good school.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. I am not going to a good school.

_____

_____

2. Do you think the teachers care about what you are doing?

_____A. They care about me.
_____B. Most of the time they care.
_____C. I cannot make up my mind.
_____D. Sometimes they care.
_____E. They do not care.

_____

_____

3. Do you want your teachers to give you homework?

_____A. I want homework.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. I do not want to get homework.

_____

_____

4. Do you like to dress up for school when something special is going to take place?

_____A. I like to dress up for school.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. I do not like to dress up for school.

5. Do you feel that your classroom is a nice place to come to in the morning?

_____A. The classroom is a nice place to come to.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. The classroom is not a nice place to come to.

6. Do you like the way things are done at your school?

_____A. I like the way things are done.
_____B. Most of the time I feel that way.
_____C. I can't make up my mind.
_____D. Sometimes I like the way things are done.
_____E. I do not like the way things are done at school.

7. Would you like to finish high school at the school you are going to now?

_____A. I want to finish here.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. I do not want to finish here.

8. Do teachers pick on you when you know you did not do anything wrong?

_____A. They pick on me.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. They do not pick on me.

9. Do you think that you understand what the school is trying to do to give you an education?

_____A. I feel that I understand.
_____B. Most of the time I feel that I understand.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that I understand.
_____E. I do not understand what the school is trying to do.

10. Do you feel that your school has enough equipment for games? (bats, balls)

_____A. The school has enough equipment.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. The school does not have enough equipment.

11. Do you want your parents to talk to your teachers once in a while, even though you have done nothing wrong?

_____A. I want them to talk to my teachers.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. I do not want them to talk to my teachers.

12. Do you think some other school would give you a better education than this one?

_____A. I feel that way.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. I do not feel that way.

13. Do you feel that only your parents should punish you if you have done something wrong in school?

_____A. Only my parents should punish me.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. I do not feel that only my parents should punish me.

14. Do you like to talk to your teachers alone, telling them things which are bothering you?

_____A. I like to talk to my teachers alone.
_____B. Most of the time I like to talk to them alone.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that I like to talk to them.
_____E. I do not like to talk to my teachers alone.

15. Would you want to help to make your school a better school?

_____A. I want to help.
_____B. Most of the time I feel that I want to help.
_____C. I cannot make up my mind.
_____D. Sometimes I want to help.
_____E. I do not want to help.

16. Would you want to go to school for a shorter time than you are going?

_____A. I want to go for a shorter time.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. I do not want to go for a shorter time.

17. Do you feel that after-school sports and other programs are not for you?

_____A. They are not for me.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. I do not feel that way.

18. Do you want to go to some other school as soon as possible?

_____A. I want to go as soon as possible.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. I do not want to go to another school as soon as possible.

19. Do you like the way your teachers teach you?

_____A. I like the way they teach me.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. I do not like the way they teach me.

20. Do you feel that your school is kept as clean as possible?

_____A. It is kept as clean as possible.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. It is not kept as clean as possible.

21. Do you feel that your ideas on how to improve the school would be listened to by the teachers and the principal?

_____A. They would listen to my ideas.
_____B. Most of the time I feel that they would listen.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. They would not listen to my ideas.

22. Would you want your parents to go to this school if they were your age?

_____A. I would want them to go to this school.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. I would not want them to go to this school.

23. Do you think that your school is as good as any other high school?

_____A. It is as good as any other.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. It is not as good as any other.

24. Do you think it is best if parents do not come to school meetings?

_____A. Parents should not come to school meetings.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. I do not feel that way.

25. Do you think it is best not to talk over with the teacher the things which are bothering you?

_____A. It is best not to talk over things with the teacher.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. I do not feel that way about talking to teachers.

26. Do your teachers punish you in a fair way if you have done something wrong?

_____A. They punish in a fair way.
_____B. Most of the time they do.
_____C. I cannot make up my mind.
_____D. Sometimes they do.
_____E. They do not punish in a fair way.

27. Does your school have interesting things which you like?

_____A. The school has interesting things.
_____B. Most of the time I feel that way.
_____C. I cannot make up my mind.
_____D. Sometimes I feel that way.
_____E. The School does not have interesting things.

Vocational Development Inventory

Attitude Scale

JOHN O. CRITES, Ph.D.
THE UNIVERSITY OF IOWA

DIRECTIONS:

There are a number of statements about occupational choice and work listed in this booklet. Occupational choice means the kind of job or work that you think you will probably be doing when you finish all of your schooling.

If you agree or mostly agree with the statement, use your pencil to blacken the circle in the column headed *T* on the separate answer sheet. If you disagree or mostly disagree with the statement, blacken the circle in the column headed *F* on the answer sheet. Be sure your marks are heavy and black. Erase completely any answer you wish to change.

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FORM IV: FOR RESEARCH PURPOSES ONLY

Part I

1. Once you choose a job, you can't choose another one.
2. In order to choose a job, you need to know what kind of person you are.
3. I plan to follow the line of work my parents suggest.
4. I guess everybody has to go to work sooner or later, but I don't look forward to it.
5. A person can do any kind of work he wants as long as he tries hard.
6. I'm not going to worry about choosing an occupation until I'm out of school.
7. Your job is important because it determines how much you can earn.
8. Work is worthwhile mainly because it lets you buy the things you want.
9. The greatest appeal of a job to me is the opportunity it provides for getting ahead.
10. I often daydream about what I want to be, but I really haven't chosen a line of work yet.
11. Knowing what you are good at is more important than knowing what you like in choosing an occupation.
12. Your parents probably know better than anybody which occupation you should enter.
13. If I can just help others in my work, I'll be happy.
14. Work is dull and unpleasant.
15. Everyone seems to tell me something different, until now I don't know which kind of work to choose.
16. I don't know how to go about getting into the kind of work I want to do.
17. Why try to decide upon a job when the future is so uncertain.
18. I spend a lot of time wishing I could do work that I know I cannot ever possibly do.
19. I don't know what courses I should take in school.
20. It's probably just as easy to be successful in one occupation as it is in another.
21. By the time you are 15, you should have your mind pretty well made up about the occupation you intend to enter.
22. There are so many things to consider in choosing an occupation, it is hard to make a decision.
23. I seldom think about the job I want to enter.
24. It doesn't matter which job you choose as long as it pays well.

25. You can't go very far wrong by following your parents' advice about which job to choose.
26. Working is much like going to school.
27. I am having difficulty in preparing myself for the work I want to do.
28. I know very little about the requirements of jobs.
29. The job I choose has to give me plenty of freedom to do what I want.
30. The best thing to do is to try out several jobs, and then choose the one you like best.
31. There is only one occupation for each person.
32. Whether you are interested in a particular kind of work is not as important as whether you can do it.
33. I can't understand how some people can be so set about what they want to do.
34. As long as I can remember I've known what kind of work I want to do.
35. I want to really accomplish something in my work—to make a great discovery or earn lots of money or help a great number of people.
36. You get into an occupation mostly by chance.
37. It's who you know, not what you know, that's important in a job.
38. When it comes to choosing a job, I'll make up my own mind.
39. Choose an occupation which gives you a chance to help others.
40. When I am trying to study, I often find myself daydreaming about what it will be like when I start working.
41. I have little or no idea of what working will be like.
42. Choose an occupation, then plan how to enter it.
43. I really can't find any work that has much appeal to me.
44. Choose a job in which you can someday become famous.
45. If you have some doubts about what you want to do, ask your parents or friends for advice and suggestions.
46. Choose a job which allows you to do what you believe in.
47. The most important part of work is the pleasure which comes from doing it.
48. I keep changing my occupational choice.
49. As far as choosing an occupation is concerned, something will come along sooner or later.
50. Why worry about choosing a job when you don't have anything to say about it anyway.

Center for Urban Education

VOCATIONAL DEVELOPMENT INVENTORY

Name (Please Print)_____
Last Name First Name

If you agree or mostly agree with the statement, put a check next to the word True on this answer sheet. If you disagree or mostly disagree with the statement, put a check next to the word False on this answer sheet.

1. True___	11. True___	21. True___	31. True___	41. True___
False___	False___	False___	False___	False___
2. True___	12. True___	22. True___	32. True___	42. True___
False___	False___	False___	False___	False___
3. True___	13. True___	23. True___	33. True___	43. True___
False___	False___	False___	False___	False___
4. True___	14. True___	24. True___	34. True___	44. True___
False___	False___	False___	False___	False___
5. True___	15. True___	25. True___	35. True___	45. True___
False___	False___	False___	False___	False___
6. True___	16. True___	26. True___	36. True___	46. True___
False___	False___	False___	False___	False___
7. True___	17. True___	27. True___	37. True___	47. True___
False___	False___	False___	False___	False___
8. True___	18. True___	28. True___	38. True___	48. True___
False___	False___	False___	False___	False___
9. True___	19. True___	29. True___	39. True___	49. True___
False___	False___	False___	False___	False___
10. True___	20. True___	30. True___	40. True___	50. True___
False___	False___	False___	False___	False___

What occupation do you plan to enter? Be as specific as possible. If you have no occupational choice, then put "undecided." Please print.

Please put an X next to the answer that is true for you.

(1) Good luck is more important than hard work for success.

Agree_____ Not Sure_____ Do Not Agree_____

(2) Every time I try to get ahead, something or somebody stops me.

Agree_____ Not Sure_____ Do Not Agree_____

(3) People like me don't have much of a chance to be successful in life.

Agree_____ Not Sure_____ Do Not Agree_____

Center for Urban Education

STUDENT ATTITUDE INVENTORY: PART I

Name (Please Print): _____
Last Name First Name

This is not a test. We are simply trying to find out how you feel about school. We want to find out so that we can change things to make school better. That's why it's so important that you say just exactly what you think. Don't be afraid that what you think doesn't sound right. Do not spend too much time thinking out your answers. Remember there are no right or wrong answers. Each one should put down what he thinks. Your principal and teachers will not see this. No one will see this whom you know. If you are not absolutely honest and say exactly what you think, the whole experiment will be spoiled. Once you understand this, I am sure you will help us.

Here is a sample question: "I am happy in school

_____A. All the time.
_____B. Most of the time.
_____C. Pretty often.
_____D. Hardly ever.
_____E. Never."

You are to check one of the five choices A,B,C,D, or E. Place a check next to the answer that is most true for you. If you are hardly ever happy in school, you would place a check next to D. Or, if you are happy in school most of the time, you would place a check next to B.

You will find many other questions like this one. Please answer them in the same way.

You will find other questions that may be answered by either "Yes" or "No." Place a check next to either "Yes" or "No," for each question.

Remember, your answers cannot be wrong, since there are no right or wrong answers.

(1) I am happy in school

_____A. All the time.
_____B. Most of the time.
_____C. pretty often.
_____D. Hardly ever.
_____E. Never.

(2) When I get up in the morning and think of going to school

_____A. I am happy.
_____B. It doesn't make any difference whether I go to school or some other place.
_____C. I am sad and wish I didn't have to go.

(3) If I had my way, I would like to go to school

_____A. No more.
_____B. A year more.
_____C. Two years more.
_____D. Five years more.
_____E. Ten years more.

(4) I like

_____A. All the pupils in my class.
_____B. Most of the pupils in my class.
_____C. A great many pupils in my class.
_____D. Hardly any pupils in my class
_____E. None of the pupils in my class.

(5) If I had all the money in the world and never had to worry about money, I would like to

_____A. Stop school right away and have a good time.
_____B. I would go to school until graduation from high school.
_____C. I would go to school until graduation from college.

(6) I like the teachers I have now

_____A. Very, very much.
_____B. A lot.
_____C. Pretty much.
_____D. I don't like him.
_____E. I hate him.

(7) I wish school were

_____A. From 9 o'clock until 10 o'clock.
_____B. From 9 o'clock until 12 o'clock.
_____C. From 9 o'clock until 3 o'clock.
_____D. From 9 o'clock until 4 o'clock.
_____E. From 9 o'clock until 5 o'clock.

(8) I like

_____A. All the teachers I have
_____B. Nearly all the teachers I have
_____C. Most of the teachers I have
_____D. Hardly any of the teachers I have
_____E. None of the teachers I have

(9) I learn

_____A. More in school than I do in any other place.
_____B. More in school than I do in most places.
_____C. Less in school than I do any other place.

(10) When I leave school and start working, I wish that the place where I work is

_____A. Exactly like school.
_____B. Altogether different from school.

(11) I wish that the man I work for when I get a job is

_____A. Exactly like my teachers.
_____B. Altogether different from my teachers.

(12) Check one

_____A. I like school.
_____B. I don't like school.

(13) If I had my way, I would keep school

_____A. Exactly the way it is now.
_____B. I would make it different.

(14) You hear pupils say, "I have a good teacher." "I have a strict teacher." Think of all the teachers you ever had. Were they "strict," "mean," "good," "bad?" Put a check against the words that describe them. Say just what you think. Neither your teachers, nor anyone else you know will see this. In each group, choose one and place a check next to the one you have chosen.

_____A. kind	_____A. fair	_____A. strict
_____B. mean	_____B. unfair	_____B. just right

_____A. good teachers	____A. easy	_____A. smart
_____B. bad teachers	____B. hard	_____B. stupid

_____A. friendly _____B. unfriendly

(15) The boys I meet in school are my friends and I like to be with them.

_____A. Yes _____B. No

(16) I would rather work than go to school, even if I didn't need the money.

_____A. Yes _____B. No

(17) I think work is more fun than going to school.

_____A. Yes _____B. No

(18) The things I learn in school are a lot of junk and will not help me when I get out.

_____A. Yes _____B. No

(19) If I could get my working papers right away, I would get them right away and start working.

_____A. Yes _____B. No

(20) I wish I could go to school the rest of my life

_____A. Yes _____B. No

(21) Imagine your best friend asked you, "Do you like school?" What would you answer? Write it down just as you would say it to him. Don't worry about spelling, English or anything else. Write it down, just as if you were speaking. Say just what you think about school. If you like school, say why. If you don't like school, say why. If you do not have enough room, use the back of this paper.

Note: On original questionnaires, questions calling for extended comments allowed considerably more space than is shown here.

Center For Urban Education

WHAT I THINK ABOUT MYSELF

Part I

Name (Please Print)_____
Last Name First Name

A-1

People think about themselves in different ways at different times. Sometimes we imagine ourselves in various places and we see "pictures" in our minds of ourselves in those situations. What we "picture" to ourselves in these ways really tells us a good deal about how we think and feel about many things.

For instance, a boy has a picture of himself building a bridge in a foreign country. He is responsible for all the construction work. A girl imagines she is caring for a sick person in a large hospital where she helps the surgeon in this professional work.

These are both "pictures" (images) that tell us something about what kind of careers this boy or girl may wish to follow.

We would now like you to try this experiment.....

WHAT PICTURES DO YOU HAVE OF YOURSELF?

How do you "picture" yourself in a career, job or occupation? What are some of the scenes you have imagined lately that have to do with the career you might like to follow? Choose one of these scenes (pictures or images) and describe it below. IT DOES NOT MATTER WHETHER THIS SCENE AGREES WITH YOUR PRESENT VOCATIONAL CHOICE OR NOT--JUST DESCRIBE THE PICTURE AS IT CAME INTO YOUR MIND. AND DO NOT PUT ANYTHING IN YOUR DESCRIPTION THAT YOU DO NOT ACTUALLY "SEE" OR "FEEL".

Now answer the next TWO QUESTIONS: (See back of this sheet)

1. When I pictured myself in this career situation, this is what I "saw":

2. And when I was imagining this scene, this is how I felt:

Center For Urban Education

WHAT I THINK ABOUT MYSELF

Part II

Name (Please Print)_____
Last Name First Name

We have now come to the second part of our experiment on "What I Think About Myself." Since you already have some practice, this should be easier than before. While you have been doing this you have probably had quite a few "pictures" of yourself in various kinds of job, career or work situations. Some of these pictures have been stronger or clearer than others. Or one of them may have happened more often, Or you may have thought that one of them was really important for some reason.

Now this is what we want you to do this time: Pick out one picture from the many you may have had. Choose a "picture" that was for you a "Stand-out." Then for this one image or scene, again fill in the two blank spaces as you did before:

1. The "Stand-out" situation where I pictured myself in this career job was like this:

2. And this is how I felt at the time I was "picturing" this situation:

FORM E

16 P. F.

WHAT TO DO: Some tests tell us what you can do best, but this one helps us know you better. Since no two people are the same, there are no right or wrong answers to most of these questions, but only what is true for *you.*

You have a separate answer sheet. On the ANSWER SHEET, there is a number for each question and by the number there are two little boxes, like this: ☐ ☐. Mark your answer for each question by putting an X in one of the boxes to show the side that fits you better, LIKE THIS:

EXAMPLES:

1. **Would you rather**
   play baseball **or** **go fishing**

If you would rather *play baseball,* mark the first box, the left one, like this: ☒ ☐. If you would rather *go fishing,* mark the second box, the right-hand one, like this: ☐ ☒.

2. **Do you like to play**
   jokes on people **or** **do you not like to do that**

If you *like* to play jokes on people, mark the first box, the left one, like this: ☒ ☐. If you *do not like* to play jokes, mark the second box, the right-hand one, like this: ☐ ☒.

3. **After 2, 3, 4, 5,**
   does 6 come next **or** **does 7 come next**

In this last example, there *is* a right answer. It is the one on the left. But there are very few questions like this.

Inside there are more questions like these. When you are told to, start with number 1 and answer the questions. Keep these three things in mind:

1. Give only true answers about yourself. It will help you more to say what you really think.
2. You may have as much time as you need, but go fairly fast. Give the first answer that comes to you and do not spend too much time on any question.
3. Do not skip any questions. Answer *every* question one way or the other.

DO NOT TURN PAGE UNTIL TOLD TO DO SO

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1.	Would you rather help children play games	or	help fix watches
2.	Is ½ of 7 closer to 3	or	closer to 5
3.	Do you always feel like doing what you planned	or	do you ever plan things and then not feel like doing them
4.	Is it fun to tell an obvious lie with a straight face	or	could you never do that
5.	Do you like to tell jokes	or	do you not like to do that
6.	Are you a strict person who does everything as well as possible	or	do you do some things just well enough to get by
7.	Do you show up well in social things	or	would you rather stay quietly out of the way
8.	Would you rather be an artist	or	a mechanic
9.	Do you make smart remarks that hurt people's feelings when they deserve it	or	do you never do that
10.	If you were good at both would you rather bowl	or	play chess
11.	After a busy day do you fall asleep easily	or	do ideas keep running through your mind
12.	Do you have times when you feel sorry for yourself	or	does that never happen to you
13.	If you had a lot of money to give away would you give it to science research	or	would you give it to a church
14.	When you are on a train or bus would you rather look out of the window	or	talk to people
15.	If a man wears a beard and dresses sloppily would you stay away from him	or	might he be nice to know
16.	When someone is bad tempered toward you, do you get over it quickly	or	does it bother you for some time

GO RIGHT ON TO THE NEXT PAGE

17.	In an office would you rather see people	or	draw house plans
18.	After 3, 5, 7, 9, does 11 come next	or	does 10 come next
19.	When people don't listen to you, do you get impatient	or	does it not bother you
20.	Most of the time would you rather "play it safe"	or	take a chance
21.	Would you rather spend an evening quietly at home	or	at a lively party
22.	Do you avoid saying things that bother people	or	do you sometimes like to
23.	Are you the one who gets the party going	or	do you wait for someone else to do it
24.	Are you always glad to fix mechanical things	or	would you rather sit around and talk
25.	Do you think that most people tell the truth even if it might hurt them	or	do they tell the truth only when it won't hurt them
26.	When there is hard work to do, do you try to take rest breaks more than most people	or	less than most people
27.	Can you stand things to be all mixed up	or	does it bother you
28.	Do you ever feel that there is danger without any good reason	or	do you never feel that way
29.	Would it be better if everyone went to church regularly	or	is that not too important
30.	Do you like to take an active part in social things and committee work	or	are you most interested in things that you can do by yourself
31.	Do your friends sometimes think your mind is not on what you are doing	or	do they never think that
32.	Are you almost never jealous	or	are you often jealous

33. Does it bother you to be the center of interest in a group of people	or	do you like it
34. If *John* is taller than *Bill* and *Mike* is shorter than *Bill*, is *Bill* the tallest	or	is *John* the tallest
35. Do people misunderstand you when you mean well	or	does that never happen
36. Do you sometimes speak angrily to your parents	or	is it wrong to do that
37. Do you like things to be quiet	or	do you always like exciting things
38. Do you think people need to observe the rules more strictly	or	that they need to have greater freedom
39. Do you feel shy in front of people when you need to talk	or	can you usually stand right up and talk
40. Would you rather be a good musician	or	a good soldier
41. When people are unreasonable do you keep quiet	or	do you feel a strong dislike for them
42. Would you rather be a book-keeper	or	an artist
43. Does it bother you if people think you are odd or strange	or	does it not bother you at all
44. Even in the middle of a group of people do you sometimes feel lonely and worthless	or	do you almost always feel good
45. Do we need more attention to old well-tried ideas about social matters	or	more calm thinking of a new kind
46. Are you always glad to get together with a group of people	or	would you rather do things your own way when you want to
47. Do you often jump into things too fast	or	do you take your time
48. Do you get very sad about little things	or	is that never a problem for you

49.	Would you rather take care of trees in a forest	or	teach children in a school
50.	Does *little* mean the same as *thin*	or	the same as *small*
51.	Do you often get angry with people too quickly	or	are you slow to get angry
52.	Would you rather do without something than put a waiter to a lot of extra trouble	or	do you feel that extra trouble is part of his job
53.	Do you like to be serious most of the time	or	are you happy and laughing most of the time
54.	Do you just ignore messy streets	or	do they bother you
55.	Would you rather have a job where you work by yourself	or	a job where you had to go to one meeting after another
56.	Would you rather be a school-teacher	or	a great hunter
57.	When a person is not doing the right thing do you show him up even if it takes some trouble	or	do you just let it go
58.	Would you rather hire workers to run machines	or	fix the machines when they break down
59.	Should we live more by the rules of the group	or	by our own ideas
60.	Are you afraid of something for no particular reason	or	do you never feel that way
61.	Do you think that new ideas make old-time preachers look silly	or	are the new ideas silly
62.	Would you rather spend a holiday in a quiet place	or	in a resort
63.	Is it all right to leave beds unmade for a day or two	or	do they need to be made every day
64.	Do you have dreams that disturb your sleep	or	do you not dream very much

65.	Would you rather have a house alone in the deep woods	or	where lots of people live
66.	After 2, 4, 6, 8, does 10 come next	or	does 9 come next
67.	Do little things get on your nerves a lot	or	are little things not important
68.	Do you sometimes say things that hurt people's feelings	or	do you try very hard never to do that
69.	Do you like to make people laugh with funny stories	or	do you not like to do that
70.	Is it very important to follow all rules	or	are there some rules you should not follow
71.	Is it easy to go up and meet an important person	or	would you rather not
72.	In a play would you rather be a jet pilot	or	a famous writer
73.	When someone is unreasonable and narrow-minded, are you still polite	or	do you show him up
74.	Can people change your mind by appeals to your feelings	or	do your feelings not have anything much to do with what you think
75.	When someone corrects you or blames you for something, do you try to show you are right	or	do you accept the blame
76.	Would you rather be the one in charge of a group of people	or	just be one of the group
77.	Do you like thinking games better	or	do you like sports better
78.	Can you spend a whole morning without wanting to speak to anybody	or	would you never feel like that
79.	Are you a practical person	or	more of a dreamer
80.	Do you feel comfortable and calm	or	are you often upset

81.	Would you rather teach children about their own feelings	or	build a new building
82.	After N, P, R, T, V, does X come next	or	does W come next
83.	Do your feelings usually come from what is going on around you	or	do you get strong feelings that come without any real cause
84.	If you have to tell someone a lie do you have to look away	or	can you look at him
85.	Do you really enjoy all large groups of people such as parties or dances	or	would you rather be alone much of the time
86.	Do you usually do what you want to do	or	what will be best for other people
87.	When you join a new group does it take some time to fit in	or	do you fit in right away
88.	Would you rather have a job writing children's books	or	fixing electrical machines
89.	Do you think that most people are honest only because they are afraid of getting caught	or	that most people would be honest anyway
90.	Can you take either side in an argument just to be sure that all sides are thought about	or	would you not want to take the side you didn't believe in
91.	Are you always careful to believe only half of what you read	or	can you depend upon the things you read
92.	When someone fusses at you in public does it not bother you too much	or	do you get very embarrassed and upset
93.	Do you think we need stricter laws about Sunday	or	more freedom to do what we like
94.	Would you rather paint pictures	or	run a social club
95.	Do you like to make plans so that you will not waste time between jobs	or	do you take things as they come
96.	Do you have many problems	or	are you getting along well

97.	Do people say you talk too much	or	are you quiet
98.	After 3, 6, 12, 24, does 36 come next	or	does 48 come next
99.	When you get upset do you cool down again very quickly	or	does it take a while to calm down
100.	In a strange city would you stay away from the parts of town that people say are dangerous	or	would you walk any place you wanted
101.	Do people say that you are a serious person	or	that you are happy-go-lucky
102.	Do you feel that some jobs do not need doing so well as others	or	that any job should be done as well as you can
103.	Do you find it hard to speak to a large group of people	or	do you like it
104.	Would you rather read about battles and war	or	about people's feelings
105.	If someone gets mad and yells at you, do you stay quiet and calm	or	do you yell back
106.	Do you like to tackle problems that other people have made a mess of	or	would you rather start from the beginning
107.	Do you think we should be very slow to lose the wisdom of the past	or	should we move faster to try new things
108.	Do your friends think you have many new ideas	or	that you are good at following the ideas of others
109.	If you had more money than you need, would you keep it in case you need it later	or	would you give some to a church
110.	Would you rather work with a committee	or	on your own
111.	Are you a person who gets things done	or	a dreamer
112.	When you are going to catch a train or a bus do you get tense and nervous	or	do you feel you have enough time

113.	In your spare time would you rather join a hiking club	or	a club that helps people
114.	Is *red* more like *blue*	or	more like *orange*
115.	Do you always have lots of energy when you need it	or	do you often feel too tired
116.	Are you critical of other people's work	or	are you not like that
117.	Do people say you are lively	or	do they say you are quiet
118.	Do you think that most people take life too seriously	or	not seriously enough
119.	Do you speak your mind no matter how many people are around	or	do you hold back when a lot of people are around
120.	Would you rather fix machines that don't work	or	think about what life means
121.	If a neighbor cheats you in some small thing, would you rather show him up	or	just let it go
122.	Would you like to be a writer about music and plays	or	would you not like that kind of work
123.	Would you rather ride in a car with someone else driving	or	do you like to drive a car
124.	When the teacher calls your name are you glad to show what you can do	or	are you afraid you have done something wrong
125.	Do you think our country should keep its army strong	or	that we should depend on good will among all countries
126.	Do you like to be active in social things	or	would you rather be alone
127.	If someone gets mad at you would you get upset too	or	would you try to calm him down
128.	Do you usually feel good no matter how many troubles there are	or	do you get to feeling low

ANSWER SHEET: THE 16 P. F. TEST, FORM E

Year) _____ SEX (M or F) _____ DATE _____

ess, Occupation, etc.) _____

INSTRUCTIONS

Mark your answers in the boxes below.
Be sure the number is the same as the question you are answering in the test booklet.
Make each mark VERY DARK. Fill in the whole box if you want.

1 ☐ ☐	17 ☐ ☐	33 ☐ ☐	49 ☐ ☐	65 ☐ ☐	81 ☐ ☐	97 ☐ ☐	113 ☐ ☐
2 ☐ ☐	18 ☐ ☐	34 ☐ ☐	50 ☐ ☐	66 ☐ ☐	82 ☐ ☐	98 ☐ ☐	114 ☐ ☐
3 ☐ ☐	19 ☐ ☐	35 ☐ ☐	51 ☐ ☐	67 ☐ ☐	83 ☐ ☐	99 ☐ ☐	115 ☐ ☐
4 ☐ ☐	20 ☐ ☐	36 ☐ ☐	52 ☐ ☐	68 ☐ ☐	84 ☐ ☐	100 ☐ ☐	116 ☐ ☐
5 ☐ ☐	21 ☐ ☐	37 ☐ ☐	53 ☐ ☐	69 ☐ ☐	85 ☐ ☐	101 ☐ ☐	117 ☐ ☐
6 ☐ ☐	22 ☐ ☐	38 ☐ ☐	54 ☐ ☐	70 ☐ ☐	86 ☐ ☐	102 ☐ ☐	118 ☐ ☐
7 ☐ ☐	23 ☐ ☐	39 ☐ ☐	55 ☐ ☐	71 ☐ ☐	87 ☐ ☐	103 ☐ ☐	119 ☐ ☐
8 ☐ ☐	24 ☐ ☐	40 ☐ ☐	56 ☐ ☐	72 ☐ ☐	88 ☐ ☐	104 ☐ ☐	120 ☐ ☐
9 ☐ ☐	25 ☐ ☐	41 ☐ ☐	57 ☐ ☐	73 ☐ ☐	89 ☐ ☐	105 ☐ ☐	121 ☐ ☐
10 ☐ ☐	26 ☐ ☐	42 ☐ ☐	58 ☐ ☐	74 ☐ ☐	90 ☐ ☐	106 ☐ ☐	122 ☐ ☐
11 ☐ ☐	27 ☐ ☐	43 ☐ ☐	59 ☐ ☐	75 ☐ ☐	91 ☐ ☐	107 ☐ ☐	123 ☐ ☐
12 ☐ ☐	28 ☐ ☐	44 ☐ ☐	60 ☐ ☐	76 ☐ ☐	92 ☐ ☐	108 ☐ ☐	124 ☐ ☐
13 ☐ ☐	29 ☐ ☐	45 ☐ ☐	61 ☐ ☐	77 ☐ ☐	93 ☐ ☐	109 ☐ ☐	125 ☐ ☐
14 ☐ ☐	30 ☐ ☐	46 ☐ ☐	62 ☐ ☐	78 ☐ ☐	94 ☐ ☐	110 ☐ ☐	126 ☐ ☐
15 ☐ ☐	31 ☐ ☐	47 ☐ ☐	63 ☐ ☐	79 ☐ ☐	95 ☐ ☐	111 ☐ ☐	127 ☐ ☐
16 ☐ ☐	32 ☐ ☐	48 ☐ ☐	64 ☐ ☐	80 ☐ ☐	96 ☐ ☐	112 ☐ ☐	128 ☐ ☐
End of Page	End of Page	End of Page	End of Page	End of Page	End of Page	End of Page	End of Page

Do not write here

Factor	SCORE Raw	SCORE Std.
A		
B		
C		
E		
F		
G		
H		
I		
L		
M		
N		
O		
Q_1		
Q_2		
Q_3		
Q_4		

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FORM G

Last Name (print)	First Name & Middle Initial	Home-room Class	Code Number

INFORMATION FROM PERMANENT RECORD CARD:

PAGE ONE. Admissions-Transfers-Discharges

Date	From	To	Reason	Attendance to Date pres.	abs.	late

Number of: Older brothers___ Younger brothers___ Older sisters___ Younger sisters___

PAGE TWO:
Majors earned-Ninth year: Term ending___ Majors___ Adjusted___ Cumulative_____
Term ending___ Majors___ Adjusted___ Cumulative_____

PAGE THREE:

	8th Grade		9th Grade	
School Year	Fall 1965	Spring 1966	Fall 1966 R PDS	Spring 1967 R PDS
English				
Social Studies				
Math				
Science				
Foreign Lang.				
Ind. Arts.				
Home Eco.				
Art				
Music				
Health Ed.				
Hygiene				
Abs/late				
Off. class/Term ave.				

Date of Birth_____ Place of Birth_____(see other records if not here)

PAGE FOUR: Test Scores (see also in folder separate Cumulative Record Card-Test Data)

Class	Date of Test	Name of Test	Form	Score

Comments: record concisely any significant notations included on this card.

_____ _____
Last Name First Name

INFORMATION FROM REGULAR APPLICATION FOR ADMISSION TO 9th GRADE OF HIGH SCHOOL

Date of Application_____

Item Number:

4. My future career plan is to_____

6. Attendance: Between Sept. and date of application: absent _____days;
late _____days;

7. Latest test data

	Date Given	Grade in Which Given		
Reading	_____	_____	Voc. Grade____	Par. Mng. Grade_____
Arithmetic	_____	_____	Comp. _____	Conc._____ Applic._____

INFORMATION FROM GUIDANCE QUESTIONNAIRES* OCCUPATIONAL GUIDANCE CENTERS:
(See Project Counselors)

Item Letter:

K. School: (Check one)
1. I hope to graduate from high school. _____
2. I hope to get additional training after high school graduation. _____
3. I expect to leave school and go to work when I am 16. _____
4. I hope to go to college. _____

L. Homework:
1. Where do you do your homework? Check one:
a. living room. _____ d. kitchen. _____
b. dining room. _____ e. different places. _____
c. my own room. _____

2. How much time do you usually spend on your homework? Check one:
a. Two hours _____
b. Less than two hours _____
c. More than two hours _____

INFORMATION FROM REGULAR GUIDANCE FORM IN FOLDER: (may not be found at Wilson)

Item Number:

6. Ages of brothers: 1._____, 2 _____, 3. _____, 4. _____, 5._____
7. Ages of sisters: 1._____, 2 _____, 3. _____, 4. _____, 5._____
30. Did you like elementary school? _____ . Which subjects did you like best?
31. What would you like to work at when you are older? _____

INFORMATION FROM DEAN'S OFFICE: (if not already placed in cumulative folder)

Total number of disciplinary forms (pink slips and the like)* _____

Center for Urban Education

33 West 42nd Street

New York, New York 10003

Vocational Guidance Centers

Evaluation Committee

Questionnaire re: Community Relations

This questionnaire is designed to elicit information on school-community relations.

Since we hope this report will be informative, please refer to any of your records which will enable you to be objective in your responses.

Community Relations

1. Please place in rank order (listing the most frequent as (1), the next in rank (2), etc.) the following means by which you communicated with various agencies, associations, institutions, and people in the community.

_____telephone

_____written correspondence

_____personal visits

_____via other administrative personnel in the school system

_____other (please indicate)_____

2. In the space provided, indicate the total no. of visits, and the nature of or purpose of the visits you have made to:

(a)_____community houses. (Give names of each and purpose of visit.)

_____

_____

(b)_____ local agencies. (Give names of each and purpose of visit.)

_____

_____

(c)_____churches. (Give names of each and purpose of visit.)

_____

_____

(d)_____student's homes. (Give names of each and purpose of visit.)

_____

_____

(e)_____civic associations (Give names and purpose of visits)

_____

_____

(f)_____industry, businesses, etc. (give names and purposes of visit)

_____

_____

(g)_____other_____

_____

_____

3. What has been the feedback or response of members or representatives in the community to your visits or correspondence, etc.? (Example: positive response, want more visits, think a step in right direction, etc.)

(a) community houses._____

_____

_____

(b) Local agencies._____

_____

(c) churches._____

_____

(d) Student's parents, relatives at home._____

_____

(e) civic associations._____

_____

(f) industry, businesses._____

_____

(g) other._____

_____

. As a consequence of your contacts with various community agencies, associations, etc., indicate by number in the appropriate box what you think their attitudes, quality of information, etc., were prior to your visit.

A. Community House:

_____ Attitude: _____
Name of House
(1) very positive; (2) positive; (3)neutral; (4) negative; (5) very negative

_____ Attitude: _____
Name of House

_____ Attitude: _____
Name of House

_____ General Information: _____
Name of House
(1) accurate information; (2) fairly accurate (3) half true, half untrue; (4) mostly false (5) very distorted.

_____ General Information: _____
Name of House

_____ General Information: _____
Name of House

B.Local Agencies:

_____ Attitudes: _____
Name of Agency
(1) very positive; (2) positive; (3) neutral (4) negative; (5) very negative

_____ Attitude: _____
Name of Agency

_____ Attitude: _____
Name of Agency

_____ General Information: _____
Name of Agency
(1) accurate information; (2) fairly accurate (3) half true, half untrue; (4) mostly false (5) very distorted

_____ General Information: _____
Name of Agency

_____ General Information: _____
Name of Agency

C. Churches:

_____ Attitude: _____
Name of Church
(1) very positive; (2) positive;
(3)neutral; (4) negative; (5) very negative

_____ Attitude: _____
Name of Church

_____ Attitude: _____
Name of Church

_____ General Information: _____
Name of Church
(1) accurate information; (2) fairly accurate
(3) half true, half untrue; (4) mostly false
(5) very distorted

_____ General Information: _____
Name of Church

_____ General Information: _____
Name of Church

D. Student's parents, relatives at home:

_____ Attitude: _____
Student or parent's name
(1) very positive; (2) positive (3) neutral
(4) negative; (5) very negative

_____ Attitude: _____
Student or parent's name

_____ Attitude: _____
Student or parent's name

_____ General Information: _____
Student or parent's name
(1) accurate info; (2) fairly accurate;
(3) half true, half untrue; (4)mostly false
(5) very distorted.

_____ General Information: _____
Student or parent's name

_____ General Information: _____
Student or parent's name

E. Civic Associations:

_____ Attitude: _____
Association's Name
(1) very positive; (2) positive; (3) neutral;
(4) negative; (5) very negative.

_____ Attitude: _____
Association's Name

_____ Attitude: _____
Association's Name

_____ General Information: _____
Association's Name
(1) accurate information; (2) fairly accurate
(3) half true, half untrue; (4) mostly false
(5) very distorted.

_____ General Information: _____
Association's Name

_____ General Information: _____
Association's Name

F. Industry, businesses:

_____ Attitude: _____
Name of Industry, business
(1) very positive; (2) positive; (3) neutral
(4) negative; (5) very negative.

_____ Attitude: _____
Name of Industry, business

_____ Attitude: _____
Name of Industry, business

_____ General Information _____
Name of Industry, business
(1) accurate info; (2) fairly accurate
(3) half true, half untrue;
(4) mostly false; (5) very distorted.

_____ General Information: _____
Name of Industry, business

_____ General Information: _____
Name of Industry, business

G. Other:

_____Attitude:_____
(1) very positive; (2) positive
(3) neutral; (4) negative
(5) very negative

_____Attitude:_____

_____Attitude:_____

_____General Information:_____
(1) accurate info; (2) fairly accurate
(3) half true, half untrue;
(4) mostly false; (5) very distorted.

_____General Information:_____

_____General Information:_____

5. Please make any comments you wish regarding your activities in the community which have not been adequately provided for by this form.

Center for Urban Education

33 West 42nd Street

New York, New York 10003

Vocational Guidance Centers

Evaluation Committee

Guidance Counselor Questionnaire

In an attempt to render a fair and meaningful evaluation of your counseling in many of its multifarious dimensions, we are asking you to complete this questionnaire for our information. We recognize that none of you has identical backgrounds, experience, orientation, etc., and so, this questionnaire has been designed to provide you the opportunity to express yourself as an individual rather than as a stereotyped, mythical counselor in the public school system.

We want to make it distinctly clear that the information you provide us is for our purposes at the Center for Urban Education and not for use by the Board of Education. Thus confidentiality will be maintained. Most of your responses will be categorized for possible use in demonstrating associations or the lack of association between stated attitudes, orientations, performances, etc. and counselor behavior.

Please answer your questions in detail so that we may become informed of the numerous subjective, and at times, almost intangible aspects of your work in this project. Hopefully, your responses will enable us to capture and perhaps understand those counselor and client characteristics which have had efficacious as well as non-efficacious results.

Center for Urban Education
33 West 42nd Street
New York, New York 10003

DATE_____

(Part A)

NAME:_____ _____ ___MALE ___FEMALE

1. EDUCATION: Degrees:_____Honors or Awards_____

   Total No. of Graduate Credits_____

   Major Teaching_____

   Total No. of Graduate Credits in Guidance, Counseling, and Psychology Courses only:_____

   On which degree are you now working and where?_____

2. Date you received your NYC License?_____

2a. Date you became <u>certified</u> to practice guidance_____

3. List all previous jobs held in guidance, or counseling or related thereto and give dates of employment:

4. List all professional association memberships:

4a. In which associations are you most active?

5. Please identify the major thrusts of your work in guidance: (for example: face to face counseling of students, research in guidance, administration and supervision of guidance workers, community relations, group guidance, vocational information, service, etc.)

6. Please identify in rank order, the major types of counseling you practice: (for example: vocational, educational, personal).

(1)_____(2)_____(3)_____

7. Please state the conceptual framework or theory which guides you in your counseling: (for example: non-directive self theory, directive, behavioral, learning, psychoanalytic).

(Part B)

Try to answer each of the following questions as honestly as you can right now.

1. With which students do you think your counseling was most effective? (for example: verbal assertive type; the passive withdrawn type; friendly well motivated type; aggressive recalcitrant type, etc.)

2. What were some of the client characteristics you personally found most difficult to cope with in your counseling? Please cite examples.

3. What were some of the client attitudes and values you think you changed in the course of your counseling? Please give examples.

4. To whom did you turn for assistance and clarification in your work with your clients? Please cite instances and the specific results you obtained?

5. What unorthodox techniques did you employ in your counseling, during the project, which seemed to work effectively? Why?

6. Which of your specific or combination of techniques seemed to be ineffective in your counseling? Why?

7. What are the most rewarding experiences you have had in your counseling while participating in this program?

8. What are the most disappointing experiences you have encountered in your counseling as a participant in this school program?

9. Which of your techniques seemed to have been most effective in your counseling? Why?

10. Which of your personal characteristics or traits do you think have contributed most in your work with your clients?

11. Which of your personal characteristics or traits detracted in some way in your work with your clients?

12. What factors outside of you and your client had deleterious effects on the counseling process and outcome?

13. What outside or external factors had positive, constructive effects on your counseling and its outcome?

14. Please discuss, very briefly, several of your most successful cases. Why do you think they were successful?

15. Please discuss, very briefly, several of your most unsuccessful cases. Why do you think they were more or less failures?

16. What do you consider the major strengths or value of the program?

17. What <u>suggestions</u> do you have for improving the school program?

18. What <u>criticisms</u> do you have of the program?

19. Please discuss any issue relating to any aspect of your counseling: the students, community, evaluation procedures, testing, etc., which this questionnaire has omitted, but which you feel is important to you.

Center For Urban Education

33 West 42nd St.

New York, New York 10036

Field Research and Education

Vocational Guidance Centers

Questionnaire re: Articulation between Counselors in feeding schools and Counselors in Vocational Guidance Centers.

This questionnaire is designed to elicit information on activities subsumed under the overall concept of Articulation Between Schools.

Since all information obtained by this questionnaire should be accurate, please refer to any of your records which will enable you to be factual in your report.

JUNIOR HIGH SCHOOL ARTICULATION QUESTIONNAIRE

Articulation with Vocational High Schools: Vocational Guidance Centers at Woodrow Wilson and George Westinghouse Vocational and Technical High Schools.

1. _____ What has been your most frequently used means of communicating with counselors in the Vocational Guidance Centers at Wilson, and Westinghouse Vocational High Schools? (a) telephone, (b) Written correspondence, (c) personal visits, (d) by way of supervisors and/or other administrative personnal, (e) other means.

2. _____ In the space provided, indicate the total number of visits you have made to the Vocational Guidance Centers at Wilson or Westinghouse Vocational High School.

3. _____ Approximately how many conferences have you had with counselors or other personnel from the Vocatinnal Guidance Centers at Wilson and/or Westinghouse Vocational High School?

4. _____ Have you participated in any of the "small group discussions on vocations" held by counselors from the Vocational Guidance Centers at Wilson and Westinghouse? If so, please discuss your experience and comment on the value of this activity.

_____

_____

_____

_____

_____

_____

_____

_____

5. _____ Are you familiar with the "Occupational Job Kits" developed at the Vocational Guidance Centers at Wilson and Westinghouse? If so, please comment on their value and any other comment you wish to make.

6. _____ If you have had discussions with counselors, and/or others from the Vocational Guidance Centers at Wilson or Westinghouse, has this exchange of information been of (a) little value, (b) undecided, (c) much value, in your educational or vocational counseling of students?

7. _____ In what way, if any, has your contact (personal visits, correspondence, telephone conversation, etc.) with staff of the Vocational Guidance Centers at Wilson or Westinghouse influenced your relationship (articulation) with these schools?

8. _____ What suggestions do you have for improving communication and articulation activities between your counseling staff and the counseling staff of the Vocational Guidance Centers at Wilson and Westinghouse Vocational High School?

_____

_____

_____

_____

_____

_____

_____

_____

9. _____ What specific contributions do you think the "Vocational Guidance Centers" at Wilson and Westinghouse have made with respect to
(a) counseling service
(b) pupil service
(c) administration (articulation, new techniques, morale, etc.)

_____

_____

_____

_____

10. Please write any comments you wish concerning your impressions of the "Vocational Guidance Centers" at Wilson and Westinghouse Vocational H. S. which this Questionnaire obviously omits as far as you are concerned.

_____

_____

_____

_____

APPENDIX C

Staff List

Dr. Michael A. Guerriero, Evaluation Chairman
Associate Professor
School of Education
The City College of the City University of New York

Dr. Hugh Banks
Chairman, Department of Counseling Psychology
School of Education
New York University

Mr. Bruce Bernstein
Director of Guidance
Brooklyn Academy

Dr. Felix Lopez
Manager, Manpower Planning and Research
New York Port of Authority

Dr. Genevieve Loughran
Associate Professor
Department of Education
Hunter College of The City University of New York

Dr. Marvin Siegelman
Associate Professor
School of Education
The City College of The City University of New York

Note: Although not officially a member of the Evaluation Committee, Mr. George Weinberg, of the Center for Urban Education, provided considerable help with a variety of complex operational and professional problems and his efforts are gratefully acknowledged by the Committee.

APPENDIX D

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Wendel, E. O. Parent and Student Attitudes Toward School in a Predominantly Negro Community. Unpublished Doctoral Dissertation, New York University, 1961.

EVALUATION OF NEW YORK CITY TITLE I EDUCATIONAL PROJECTS 1966-67

FOLLOWUP STUDY OF 1966 SUMMER INSTITUTES FOR TEACHERS OF DISADVANTAGED CHILDREN

By Rita Senf

October 1967

The Center For Urban Education
33 West 42nd St., New York, N.Y. 10036

CENTER FOR URBAN EDUCATION

FIELD RESEARCH AND EVALUATION COMMITTEE

ESEA TITLE I EVALUATIONS

SUMMARY REPORT

Date: October 31, 1967

Project: Followup Study of 1966 Summer Institutes for Teachers of Disadvantaged Children

Evaluation Director: Dr. Rita Senf
Senior Research Psychologist
Center for Urban Education

NOTE: To assist in the planning of Title I projects for 1967-8, this summary was prepared after the collection of all data but before the writing of the final report. The final report will contain a complete, detailed evaluation of the project.

Date: October 31, 1967

Project: Followup Study of 1966 Summer Institutes for Teachers of Disadvantaged Children

Description of Project

The purpose of this followup study was to examine the impact of the 1966 Summer Institutes program on the subsequent classroom activities of teachers who attended the Institutes.

A brief review of the objectives and the program of the Summer Institutes will provide the necessary background. The following statement of objectives is taken from the original project description by the Board of Education and from Dr. Marvin Gewirtz's evaluation. This evaluation, conducted while the Institutes were in progress, represents a study of immediate effects of the program and contains no information on teachers' actual classroom behavior.

The basic objective was "to improve the quality of instruction in public and nonpublic schools in disadvantaged areas of New York City (by providing) for the training of teachers, supervisors, and administrators currently teaching or preparing to teach disadvantaged students in grades 1 through 8." More specifically, the program set out "to acquaint (the participants) with the nature of the disadvantaged child, his environmental background, and his specific needs; to introduce the participants to new curricula, organizations, materials, and electronic devices that would be useful in teaching the disadvantaged; and to help the participant(s) develop a personal sensitivity to the disadvantaged child and a sense of confidence in dealing with him in a classroom situation."

In each of four successive two-week sessions, courses were given in four subject areas. Participants could take 1, 2, 3, or 4 courses; they received a stipend. In screening applicants, priority was given to those who were teaching or expected to teach disadvantaged children; 3258 persons were enrolled. All information collected for the 1966 summer evaluation was anonymous, so it is not possible to make direct individual comparisons between that information and the followup data here.

Evaluation Design

The plan of the followup study was to secure data about pairs of teachers within the same school and preferably teaching at the same grade level; one member of each pair had attended the Summer Institutes and the other had not. Since the primary interest was in the effect of the Institutes on classroom behavior, only people

actually teaching during this past year were accepted as subjects. We sent letters of explanation to principals, listed names of attenders in their schools, and asked them to supply names of nonattenders teaching at the same grade level. After securing the teachers' agreement to an observer's visit, principals informed teachers in advance as to when they would be observed. Questionnaires were mailed to teachers after they had been observed. A pair of teachers was not retained unless both were observed and both filled out the questionnaire. The securing of names began in January 1967 and data collection continued through June.

There were 25 public school attender-nonattender pairs of subjects, and 27 nonpublic school pairs, making a total of 104 subjects. In most cases the two members of each pair taught the same grade level. The grade levels taught were fairly evenly spread over grades 1 through 8.

Description of Instruments

Two instruments were used. The first was a classroom observation form containing 20 five-point scales for rating various aspects of the teacher-class interaction, plus the observer's overall evaluation of the teaching-learning situation. The focus of the scales was on material that had been stressed in the Summer Institutes. Observers did not know whether a teacher had or had not attended the Institutes.

The teacher's questionnaire was designed to permit analyses parallel to those done by Dr. Gewirtz and also to secure additional data deemed relevant to the objectives of the original project, as follows:

1. Identifying information, parallel to Gewirtz.

2. Teacher Attitude Inventory (TAI), same as Gewirtz; this yields four factor scores: optimism about the educability of the disadvantaged child, flexibility in approach, sensitivity to the child's needs, and non-fear of physical harm or threat from the disadvantaged child.

3. Reactions (ratings) from the teacher to a set of statements about what she (or he) has actually done in the classroom during the school year (fact items). These items were oriented toward material presented in the Summer Institutes.

4. Reactions (ratings) to a corresponding set of statements about what she considers important to her own successful teaching (importance items).

5. Open-ended items for attenders and nonattenders.

6. Open-ended items for attenders only.

Findings and Recommendations

Altogether, the subjects included 87 women and 17 men. The nonpublic nonattender subgroup was different from the other three subgroups in that these subjects were concentrated at the level of less than three years' teaching experience or over 20 years' experience; also, two-thirds of them were nuns. Most subjects had less experience in teaching disadvantaged children than general teaching experience.

In general, the results of this followup study agree with those obtained by Dr. Gewirtz and thus support his recommendations, which will not be repeated here.

Because of the inherent sampling limitations, it is not warranted to reach firm conclusions concerning effects of attendance at the Summer Institutes from comparisons of the particular attenders and nonattenders studied here. Neither group can be regarded as a random sample of the population. The attenders may represent a variety of selective factors. It seems likely that principals would nominate their better teachers as nonattenders; this would reduce differences between attenders and nonattenders. Thus the two groups can be considered as a sample of cooperative teachers, willing to be observed and willing to fill out an eight-page questionnaire. Divergent selective factors within the attender and nonattender samples may have operated to obscure differences between them.

Keeping in mind these sampling limitations, the analyses of the TAI factor scores suggested that, seven to nine months after attending the Institutes, the attenders were somewhat more optimistic and were more flexible in their attitudes and less fearful of harm than the nonattenders. Attenders and nonattenders did not differ in their sensitivity scores. This factor may involve characteristics that are relatively resistant to change; or the measurement may be faulty - the score is based on only six items. The full report suggests some modifications of the TAI for future use.

It was found that optimism and flexibility scores decreased and sensitivity scores increased with teaching experience, and especially with experience in teaching disadvantaged children. This suggests a hypothesis that the inexperienced teacher, while she is generally optimistic and flexible, is concerned with mastering the basics of

teaching, whereas for the experienced teacher this is no longer a problem and she can therefore pay attention to (be sensitive to) the needs of individual children.

The significance of any obtained differences between public and nonpublic school teachers is vitiated by the fact that the nonpublic nonattender sample contained relatively large proportions of very inexperienced and very experienced teachers, and of nuns. It might have been enlightening to conduct further analyses to eliminate statistically the effects of differing amounts of experience, but the limited budget allotted for this followup evaluation precluded such analyses. In future similar studies the results suggest that it would be desirable to select samples of subjects stratified with respect to amount of teaching experience or, where appropriate, experience in teaching disadvantaged children.

The results of the ratings of fact items showed that teachers focused the most emphasis on getting pupils to participate actively in class, and on identifying children's specific learning problems. They tended not to involve children in planning class work, and not to base their teaching strategies on the needs of the slowest children; they probably had limited opportunities with respect to two other items: taking children on field trips and attending educational conferences.

On the importance items, the teachers considered it highly important to their own success in teaching to be flexible, to understand the child's social and cultural background, to identify his specific learning problems, and to have confidence in their own skills. They considered it relatively less important to facilitate pupil interaction, to keep informed about news of minority groups, and to know the thinking of educational leaders about urban educational problems.

The full report comments on correspondences and disparities among observers' ratings, fact items, and importance items. For both attenders and nonattenders, their aspirations (importance items) were higher than their performance, both as they stated it (fact items) and as it was observed. It would seem that attenders should have surpassed nonattenders in the extent to which they related class work to the pupils' environment and experience, since this behavior was strongly emphasized in all the summer courses. A possible explanation of their failure to do so, even though they recognized its importance, can be gleaned from their responses to the open-ended questions. Their stressed desire in these responses for practical, specific techniques and skills makes clear the great difference between knowing a principle and knowing how to put that principle into practice. Dr. Gewirtz recommended careful screening

of applicants so as to place them in courses that will meet their needs. This is a difficult task, but it might be facilitated by asking applicants to make a very specific statement of what they hope to gain from a course.

If the data in the original evaluation had not been collected anonymously, it would have been possible to look for changes during the subsequent school year within individuals, and then to try to relate the observed changes to meaningful variables. However, if the original data had not been collected anonymously, it is perfectly possible that those results would have been different.

The implication of these statements is that to do an adequate followup study of a program requires consideration of this possibility at the time when the original project and the original evaluation are being conducted. Even if it is not certain that funds will be available for a followup study, it could certainly do no harm to consider, in all evaluations, at the stage of evaluation design, the question of whether a followup study would be desirable, and what information it should yield. This procedure could also be economically advantageous, since with slight modifications or with slight additional expenditures during the original evaluation, the cost of a followup study might be greatly reduced.

Center for Urban Education
33 West 42nd Street
New York, New York 10036

FOLLOWUP STUDY OF 1966 SUMMER INSTITUTES FOR TEACHERS OF DISADVANTAGED CHILDREN

Rita Senf

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director

October 1967

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DESCRIPTION OF THE PROJECT

The purpose of this followup study was to obtain data concerning the impact of the 1966 Summer Institutes program on the subsequent classroom activities of participants at the Institutes. Dr. Marvin Gewirtz completed an evaluation of the immediate effects of the program in September 1966;[1] thus it was not possible for him to report on teachers' actual classroom behavior.

A brief review of the objectives and the program of the 1966 Summer Institutes will provide the necessary background. The following statement, taken from Dr. Gewirtz's evaluation, is a condensation from the original Board of Education Title I project description:

"The basic objective of the Summer Institutes ... was to improve the quality of instruction in public and nonpublic schools in disadvantaged areas of New York City (by providing) for the training of teachers, supervisors, and administrators currently teaching or preparing to teach disadvantaged students in grades 1 through 8. More specifically, the Summer Institutes set out to achieve three major objectives:

1. To acquaint (the participants) with the nature of the disadvantaged child, his environmental background, and his specific needs.

2. To introduce the participants to new curricula, organizations, materials, and electronic devices that would be useful in teaching the disadvantaged, and

3. To help the participant develop a personal sensitivity to the disadvantaged child and a sense of confidence in dealing with him in a classroom situation."

---

[1] Marvin H. Gewirtz. Teaching the Disadvantaged - Summer Institutes for Professional Training of Teachers, Supervisors, and Administrators. Title I Evaluation, Center for Urban Education, September 1966.

The Summer Institutes offered two-week courses in four subject areas: Urban Living, English, History and Social Studies, and Mathematics and Science. All four courses were given in each of four successive sessions, in ten different centers throughout the city. Participants could take 1, 2, 3, or all 4 courses. From approximately 5500 applicants, 3258 teachers, supervisors, and administrators were selected for enrollment. About 90 to 95 per cent of the participants were teachers; about one-fifth of the total space was allotted to applicants from nonpublic schools. In screening applicants, priority was given to those who were teaching or expected to teach disadvantaged children. Participants received a stipend. They took on the average two courses each. All data collected during the summer of 1966 were anonymous, so it is not possible to investigate subsequent changes within individuals.

EVALUATION DESIGN

Since the primary concern of this followup study was to examine teaching behavior, only people who were teaching during the 1966-67 school year were accepted as subjects; supervisors and administrators were eliminated. The plan of this followup study was to secure data from pairs of teachers within the same school and preferably teaching the same grade level, one of whom attended the summer institutes and one of whom did not; no other matching criteria were used. These subjects will be referred to as attenders and nonattenders. Half the subjects were to teach in public schools and half in nonpublic schools. It seemed possible that the total number of courses taken might be a relevant variable; therefore the design provided that half the attenders

would have taken 1 or 2 courses, and the other half, 3 or 4 courses. In addition, all subjects had to agree to be observed for one hour or one class period, and to fill out a questionnaire, to be described below.

The securing of subjects proceeded in stages, and at each stage there was about a 50 per cent loss. No listing of names of attenders was available to us, so we first listed a large sample of names of public and nonpublic school teachers from the file of original applications for the institutes, furnished through the courtesy of Samuel Polatnick, Principal of Springfield Gardens High School and Coordinator of the Summer Institutes program. After checking personnel records and eliminating those who were not now classroom teachers, we sent letters of explanation to principals, listed names of (assumed) attenders in their schools, and asked them to supply names of nonattenders teaching the same grade level.

The securing of subject names began in January 1967; observations and data collection began in March and continued through June. After securing the teachers' agreement to the visit of an observer, principals informed teachers in advance as to when they would be observed. There were nine observers, eight female and one male; they were former principals in New York City schools or experienced teachers. Both members of a pair of teachers were rated by the same observer. The observer was not told their attender-nonattender status. After a pair of teachers had been observed, the questionnaire was mailed to them. A pair of subjects was not retained unless both were observed and both filled out the questionnaire.

The original evaluation design called for 30 attender-nonattender pairs in public schools and 30 pairs in nonpublic schools. The numbers of subjects finally secured were as follows:

	Number of Summer Courses Taken		
	0	1 or 2	3 or 4
Public	25	15	10
Nonpublic	27	12	15
Total	52	27	25

The 25 public school attender-nonattender pairs came from 21 schools. The 27 nonpublic school pairs of teachers came from 26 schools (24 Catholic, 1 Lutheran, 1 Greek Orthodox). These schools were in all five boroughs of New York City. In most cases the two members of each pair taught the same grade level. The grade levels taught were fairly evenly spread over grades 1 through 8.

DESCRIPTION OF INSTRUMENTS

Two instruments were used (see Appendix B). A classroom observation form was devised to be usable with any grade level or subject matter that observers might encounter in the schools. It contained 20 scales for recording various aspects of the teacher-class interaction, and one scale for the observer's overall evaluation of the teaching-learning situation. The 20 items were oriented toward material that had been stressed in the summer institutes; for example, "To what extent does the teacher attempt to relate the class work to the pupils' environment and life experiences?" These were five-point scales, with 1 being the poorest and 5 the best score; there was also the option of marking the item "not scorable." Observers recorded substantiating comments for each rating. Each observation covered one hour or one class period.

A questionnaire for teachers provided data to permit analyses parallel to those done by Dr. Gewirtz in his evaluation, plus some additional data, as follows:

1. Identifying information, parallel to Gewirtz. Classification variables to be examined include type of school, grade level taught, years of teaching experience, and years of experience in teaching disadvantaged children.

2. Teacher Attitude Inventory; 40 items (Nos. 45 - 84), same as Gewirtz. See discussion below.

3. Reactions (ratings) from the teacher to a set of 17 statements about what she (or he) has actually done in the classroom during the school year. These were oriented toward material presented in the summer institutes. There was a five-point rating scale, ranging from 1, Never, to 5, Very often. These will be referred to as fact items (Nos. 14 - 30).

4. Reactions (ratings) to a corresponding set of 14 statements about what the teacher considers important to her own success as a teacher. This five-point rating scale ranged from 1, No importance, to 5, Essential. These will be referred to as importance items (Nos. 31 - 44).

5. Open-ended items for attenders and nonattenders, concerning what further training they desire, and what qualities they consider important to successful teaching of disadvantaged children.

6. Open-ended items for attenders only, concerning effects of the summer institutes on subsequent teaching.

A full discussion of the development of the Teacher Attitude Inventory (TAI) by Gewirtz is presented in his evalution report. At the time of its original use, the TAI had not been validated against any independent criteria.

However, there appears to be considerable interest in this instrument; several researchers have now used it or modifications of it. Because of this interest, and because analyses of scores obtained from the TAI will be reported here, it is pertinent to repeat some description of these scores.

The original TAI contained 45 items, with which the respondent was asked to disagree or agree on a scale with four possible ratings (-2, -1, +1, +2). Arithmetically, this is a five-point scale with no middle or zero rating. Factor analysis yielded four factor scores, based on 40 items. The items originally numbered 14, 16, 32, 38, and 43 had low factor loadings and were not used by Gewirtz in calculating factor scores. These five items were dropped from the version used in this followup study; the factor scores reported here are identical to Gewirtz's.

The four factors were called: I, optimism concerning the educability of the disadvantaged child; II, flexibility or non-traditionalism in approach to teaching the disadvantaged child; II, sensitivity to the interpersonal needs of the disadvantaged child; and IV, non-fear of being physically harmed or threatened by the disadvantaged child. (This fourth factor was referred to in Gewirtz's report as <u>fear</u>, but here it will be reversed in sign and reported as <u>non-fear</u> or lack of fear).

The items making up each of the four factors are presented in Appendix A, Tables 1, 2, 3, and 4; for each factor, the items are listed in order of the magnitude of the factor loadings. Note in these tables that the number of items per factor varies; Factor I has 17 items; Factor II, 11 items; Factor III, 6 items; and Factor IV, 6 items. Therefore the possible range of scores on each factor also varies; the approximate

possible ranges are as follows: Factor I, -13.5 to +13.5; Factor II, -9.5 to +9.5; Factor III, -4.0 to +4.0; and Factor IV, -5.0 to +5.0.

For most of the TAI items, the desirable direction of response is to disagree (see Appendix A, Tables 1 - 4). The six items constituting Factor III, sensitivity, are an exception, since for these particular items the desirable response is to agree (see Appendix A, Table 3). However, all four factor scores will be reported here so that a high positive score represents a desirable score.

Data Analysis Procedures

The obtained data were analyzed by means of analyses of variance, chi square tests, and Pearson product-moment correlations. Differences were considered significant if they reached the five per cent level. In the analysis of variance tables, a sigificant F value indicates that, for the score being analyzed, the groups differ with respect to the variable in question - for example, attendance-nonattendance, or years of teaching experience. The interaction term in the tables answers, for example, the question of whether the difference between attenders and nonattenders is the same for public as for nonpublic school teachers; or, looked at alternatively, is the difference between (e.g.) public and nonpublic attenders the same as the difference between public and non-public nonattenders?

Analyses of variance were made in terms of the design previously outlined, comparing no summer courses, 1 or 2 courses, and 3 or 4 courses. These analyses added very little to interpretation of the data; therefore results will be reported for the collapsed attender group as a whole. However, it should not be concluded that teachers who took 3 or 4 courses

are the same as those who took 1 or 2 courses. It is quite possible that they differ in some or many ways, but when partitioned into subgroups according to the classification variables, there were too few subjects to furnish reliable evidence about differences.

No differences were found among the nine observers in their patterns of rating; therefore all observers' ratings will be pooled.

FINDINGS

Description of Subjects

Table 1 shows frequency distributions for the four major groups of subjects by sex, grade level taught, years of teaching experience, and years of experience in teaching disadvantaged children. Altogether, there were 87 women and 17 men; 12 of the men were in the public schools. In the nonpublic schools, 5 of the 27 attenders were nuns, whereas 18 of the 27 nonattenders were nuns. With respect to grade level taught, Table 1 shows that the attender-nonattender pairs were closely matched. The amount of teaching experience was about the same for public attenders and nonattenders; a relatively small proportion of them (16 per cent) had more than 10 years' experience. The nonpublic attenders were evenly spread over the whole range of teaching experience, but the nonpublic nonattenders were concentrated at the level of little experience (less than three years) or over 20 years' experience, with few at the intermediate levels. Distributions for age were also inspected, but are not shown in the table since they paralleled those for teaching experience. In general all these teachers had had less experience teaching disadvantaged children than general teaching experience. This difference was most pronounced for the nonpublic nonattenders; 20 of the 27 had had less than three years' experience teaching disadvantaged children.

TABLE 1

DESCRIPTION OF SUBJECTS BY SEX, GRADE LEVEL TAUGHT, YEARS OF TEACHING EXPERIENCE, AND YEARS OF EXPERIENCE TEACHING DISADVANTAGED CHILDREN

	Attenders		Nonattenders	
	Public	Nonpublic	Public	Nonpublic
Total	25	27	25	27
Sex				
Female	18	25	20	24
Male	7	2	5	3
Grade Level Taught				
1 - 3	6	11	7	10
4 - 6	17	12	16	11
7 - 9	2	4	2	6
Years Teaching Experience				
0 - 2	7	4	8	10
3 - 5	8	5	10	1
6 - 10	6	8	3	4
11 - 20	4	5	3	2
Over 20	0	5	1	10
Years Teaching Disadvantaged Children				
0 - 2	8	7	3	20
3 - 5	7	10	11	1
6 - 10	7	6	5	3
11 - 20	3	4	1	1
Over 20	0	0	0	2

TAI Factor Scores

The means an analyses of variance of the four TAI factor scores are shown in Appendix A, Tables 5, 6, 7, and 8; the top half of each of these tables shows the means for attenders and nonattenders in relation to four of the classification variables analyzed by Gewirtz. These variables are type of school (public or nonpublic), grade level taught, years of teaching experience, and years of experience in teaching disadvantaged children. (For the reader who wishes to make close comparisons between the two sets of data, note that the subclassifications are not identical in the two studies; for example, under grade level Gewirtz grouped grades 1 to 6, whereas here these grade levels are divided into two subclassifications). One overall comment on these four tables is that almost all the mean scores are positive; thus these subjects, both attenders and nonattenders, when examined in relation to these four classification variables, tended to give responses in the desirable direction. This can be seen in the actual ranges of scores, which for all subjects combined were as follows: Factor I, -7.8 to +13.2; Factor II, -6.2 to +8.1; Factor III, -3.1 to +3.8; and Factor IV, -3.5 to +4.3.

Appendix A, Table 5 shows the results for attenders and nonattenders divided by the type of school in which they teach. On Factor I, optimism, the public school teachers as a whole were siginificantly more optimistic about the educability of the disadvantaged child than the nonpublic school teachers. However, this difference between public and nonpublic teachers was significantly greater for nonattenders than for attenders; in fact, the public nonattenders were the most optimistic of the four groups, and the nonpublic nonattenders were the least optimistic. On Factor II,

flexibility, the public attenders and nonattenders received almost identical mean scores. For nonpublic school teachers, attenders' scores showed more flexibility than nonattenders in their approach to teaching disadvantaged children; this difference did not quite reach statistical significance. On Factor III, sensitivity, there were no significant differences, but it is interesting to note that the nonpublic nonattenders, who scored least optimistic and least flexible, here scored as the most sensitive of the four groups. On Factor IV, attenders as a whole scored as less fearful of physical harm or threat from the disadvantaged child, but again this difference did not quite reach statistical significance.

Means on the four factor scores for attenders and nonattenders by grade level taught are shown in Appendix A, Table 6. Since the attender-nonattender pairs were closely matched on this variable, no significant differences would be expected in relation to attendance or nonattendance at the summer institutes, and there were none. Neither were there any significant differences in relation to the three categories of grade level taught. The only suggestion of a difference on any of the four factors was that teachers of grades 1 to 3 scored as slightly more sensitive than teachers of higher grades, although not significantly so.

Appendix A, Table 7 shows the factor score results in relation to years of teaching experience. There were no significant differences between attenders and nonattenders on any factor, and on only one factor did the difference approach significance; namely, the attenders tended to receive higher flexibility scores than the nonattenders. With respect to the other variable, amount of teaching experience, there were significant differences on Factors I and II. The tendency was that with

more experience, optimism and flexibility scores decreased; the nonpublic nonattenders with the least experience were an exception, in that they also received low scores on these two factors. While the differences on Factor III were not significant, again it is of interest to note that the teachers with the most experience, although they scored low on optimism and flexibility, received higher scores on sensitivity than did any other experience category.

Appendix A, Table 8 shows similar results for attenders and nonattenders in relation to years of experience in teaching disadvantaged children. More significant differences were found in the factor scores with respect to this classification variable than in the analyses of any of the three preceding classification variables. On Factor I, attenders as a group tended to be more optimistic than nonattenders, although not significantly so. Optimism scores differed significantly depending on amount of experience in teaching disadvantaged children; the less experienced teachers tended to be more optimistic. On Factor II both sets of differences were highly significant; attenders as a group scored as more flexible than nonattenders, and the less experienced teachers tended to be more flexible. On Factor III there were no significant differences, but the means showed the same tendencies as in the previous analyses; that is, the teachers with the most experience in teaching disadvantaged children received the highest sensitivity scores. On Factor IV, attenders were significantly less fearful of physical harm than the nonattenders. Scores on this factor also differed significantly in relation to amount of experience in teaching disadvantaged children; the less experienced teachers tended to be less fearful of physical harm.

Fact Items

For each fact item, distributions of teachers' ratings were obtained for public and nonpublic attenders and nonattenders; and also for teachers with less than 11 years of teaching experience and those with 11 or more years' experience. Chi square tests of all the possible group comparisons were made. There were very few significant differences and no consistent pattern of direction of differences. Table 2 lists the fact items in rank order according to the percentages of the total group who rated themselves 4 or 5, that is, said they performed the activity often or very often. The table also shows the percentages separately for attenders and nonattenders. It should be noted that a few items were included for which it was felt that the desirable or honest response could not be 5 (very often).

For most of the activities involved in these items, over half the teachers said they performed the activity often or very often. They focussed the most emphasis on getting pupils to participate actively in class, and on identifying children's specific learning problems. They tended not to involve children in planning class work, and not to base their teaching strategies on the needs of the slowest children; they probably had limited opportunities to take children on field trips and to attend educational conferences.

TABLE 2

TEACHERS' RATINGS OF FACT ITEMS IN RANK ORDER BY PER CENT OF TOTAL RATED AS HAVING BEEN PERFORMED "OFTEN" OR "VERY OFTEN" (4 or 5)

Item No.	Content	Per Cent Responding 4 or 5		
		Total Group (N=104)	Attenders (N=52)	Nonattenders (N=52)
19	Get most pupils to participate in class	96	94	98
18	Identify children's specific learning problems	91	88	94
21	Relate class work to specifics of child's environment	84	81	87
20	Vary teaching procedure to accomplish particular aims	82	83	81
26	Discuss teaching problems with colleagues	79	73	85
27	Keep informed about public programs that affect disadvantaged children	78	81	75
14	Make special displays for the classroom	74	79	69
22	Discipline children when they disrupt class work	71	71	71
23	Depart from prescribed text in presenting subjects	69	65	73
30	Feel personal satisfaction with own teaching efforts	68	71	65
15	Develop own teaching materials	64	69	60
24	Talk with parents by specific arrangement	60	54	65
28	Consult references for specific information related to teaching aims	55	50	60
16	Involve children in planning class work	38	48	29*
17	Base teaching strategies on needs of slowest children	38	46	31
25	Take children on field trips and other outside enriching experiences	33	29	37
29	Attend educational conferences	30	38	21

* Attender-nonattender difference significant at less than the .05 level.

Importance Items

The importance items were analyzed in the same way as the fact items. Again, there were very few significant chi square values. Table 3 lists the items in rank order according to the percentage of the total group who responded 4 or 5 ("quite important" or "essential to my success as a teacher"); the table also shows the percentages for attenders and nonattenders separately. For the range of content ccvered in these items, the listing in the table can be read as a hierarchical ordering of what these teachers deem important for sucessful teaching. They very rarely used ratings of 1 or 2 ("no importance" or "a little importance"). They considered it highly important to be flexible, to understand the child's social and cultural background, to identify his specific learning problems, and to have confidence in their own skills. They considered it of relatively lesser importance to their own teaching success to facilitate pupil interaction, to keep informed about news of minority groups, and to know the thinking of educational leaders about urban educational problems.

Some of the importance items were identical or very similar to certain fact items, as can be seen by comparing Tables 2 and 3. In general, for parallel items, the percentages in Table 3 are higher than those in Table 2, and in some cases considerably so. This result suggests that the teachers know what is "important" for successful teaching, but do not always find it possible to put these things into practice; or, stated another way, they aspire to do better than they themselves say they do.

TABLE 3

TEACHERS' RATINGS OF IMPORTANCE ITEMS IN RANK ORDER BY PER CENT OF TOTAL RATED "QUITE IMPORTANT" OR "ESSENTIAL" (4 or 5) TO TEACHING SUCCESS

Item No.	Content	Per Cent Responding 4 or 5		
		Total Group (N=104)	Attenders (N=52)	Nonattenders (N=52)
32	Be flexible in approach to teaching	99	98	100
40	Understand children's cultural background	98	100	96
39	Identify child's specific learning problems	96	92	100
44	Have confidence in own skills	95	96	94
36	Be creative and experimental in classroom	90	90	90
35	Maintain orderly classroom	89	90	88
34	Relate class learning to child's urban life	89	90	88
33	Reward child for successful efforts	87	88	85
37	Know new developments in techniques and curricula	82	79	85
31	Set goals for child at his level of functioning	81	75	87
41	Be familiar with community resources relevant to education	79	75	83
38	Facilitate interaction among pupils to accomplish particular teaching aims	73	71	75
43	Keep informed about current events re minority groups in New York City	67	65	69
42	Know thinking of educational leaders on urban education problems	54	50	58

Observers' Ratings

The observers' ratings provide an independent source of data about the teachers' behavior. The data analyses were similar to those for the fact and importance items, and as before very few chi square values for any of the possible comparisons were significant. Table 4 lists the items in rank order according to the percentages of teachers who were rated 4 or 5, that is, showed much of the behavior in question. Results of the observers' overall rating of the teaching-learning situation are also included at the bottom of the table, and separate percentages for attenders and nonattenders are shown. The content of many of the items rated by observers is parallel to that of some of the fact and importance items. It is immediately obvious that the percentages of teachers rated 4 or 5 by observers are considerably lower than the corresponding percentages of teachers' ratings for the fact and importance items. To some extent this disparity between the sets of percentages may reflect greater objectivity on the part of observers. To some extent this result may also be attributable to the limited period of observation; it could not be expected that there would be an opportunity for all these behaviors to appear within one hour. And the teacher's behavior may have been influenced by the observer's presence.

In this connection, observers had been instructed to mark an item "not scorable" only if there was no opportunity for the occurrence of the behavior in question. The observers seldom used the "not scorable" option, except on two items - Nos. 12 and 13, where this option was used about 19 per cent of the time. These two items asked the extent to which the teacher encouraged the children to consult sources and verify

answers, and encouraged them to consult with each other. The latter behavior, however, when it was scored, was judged to occur infrequently.

Apart from the magnitude of the percentages in Table 4, comparison with Tables 2 and 3 reveals some congruence among rank ordering of items. For example, observers rated 71 per cent of the teachers as enjoying teaching, and in their self-ratings 68 per cent of the teachers indicated that they felt satisfaction with their teaching efforts. At the other end of the scale of percentages there was also some correspondence; as noted above, teachers were seldom observed to encourage pupils to consult with each other (although attenders did so significantly more than nonattenders), and teachers rated this item near the bottom of the list in rank order of importance.

TABLE 4

OBSERVERS' RATINGS LISTED IN RANK ORDER BY PER CENT OF TOTAL RATED 4 or 5

Item No.	Extent to which:	Per Cent Rated 4 or 5 Total Group (N=104)	Attenders (N=52)	Nonattenders (N=52)
20	Teacher (T) seems to enjoy teaching	71	67	75
7	Content of T's presentation is appropriate	70	71	69
17	T respects children (C) as individuals	70	69	71
16	T sets standards for C's behavior that are conducive to learning	69	63	75
2	C are responsive to T	68	71	65
15	T checks on whether C have acquired knowledge she was teaching	67	63	71
8	T's use of language is appropriate	65	67	63
9	Pacing of learning activities is appropriate	65	62	69
3	C are interested and involved in class activities	64	62	67
6	Materials used by T are adequate and appropriate	61	58	63
14	Lesson is part of a continuous process	57	54	60
1	T made classroom look attractive	56	65	46*
5	C are interested in materials presented by T	56	54	58
10	T can vary her approach to meet individual needs	51	50	52
11	T encourages questioning and pupil initiative	47	44	50
4	C show desire to explore, to seek answers	42	48	37
18	T is aware of special needs of individual C	40	42	38
12	T encourages C to consult sources, to verify information	39	38	40
19	T relates class work to the C's environment and life experiences	36	31	40
13	T encourages C to consult with each other	28	37	19*
21	Observer's overall evaluation	60	62	58

*Attender-nonattender difference significant at less than the .05 level.

The item next to the bottom of the list in Table 4 (No. 19) is of interest because of the lack of congruence among the sets of ratings. The question to observers was, "To what extent does the teacher attempt to relate the class work to the pupils' environment and life experiences?" Observers rated 36 per cent of the teachers 4 or 5. According to the printed description of the summer institutes' program, all the summer courses emphasized the importance of this behavior. In Table 2 a similar fact item appears near the top of the list, that is, 84 per cent of the teachers said they often or very often related "class work to specific conditions or circumstances in the children's lives and environment." And in Table 3, 89 per cent of the teachers considered it "quite important" or "essential" to their own teaching success to relate classroom learning to the child's urban life. The lack of correspondence among these three sets of data suggests that there is a gap that has not been bridged between the verbal and the behavioral levels of knowledge and understanding. The teachers' responses to the open-ended questions, when compared with the above sets of data, tend to confirm this suggestion, as will be shown below.

Correlations Between Items

As the reader has seen, there were correspondences in the content of some fact items, importance items, and observers' rating scales. Correlations were obtained, for attenders and nonattenders separately, between selected pairs of items where it seemed reasonable to expect some relationship (fact vs. fact, fact vs. importance, fact vs. observer's rating, etc). Very few of these correlations were significantly different

from zero, and these had been selected as the most promising; therefore these correlations will not be reported, but the lack of significance supports the suggestion of a gap between teachers' attitudes and behavior.

The observer's overall rating was correlated with each of the TAI factor scores. For nonattenders, these four correlations were zero. For attenders, they were as follows: overall rating with Factor I, +.27; with II, +.34 (significantly greater than zero); with III, -.01; and with IV, +.17. Thus only the flexibility score, and only for attenders, showed a suggestion of relationship to the observer's overall evaluation of the teaching-learning situation.

Open-Ended Questions

The data thus far reported were obtained from multiple-choice response situations. It was considered important to obtain at least some free-choice responses, with the possibility of more than one response. Both the attenders and the nonattenders were asked two open-ended questions. The first question was, "What training do you think would be helpful to you in your teaching? Or what further help would you like to have?" Some subjects gave more than one response. Responses were coded as shown in Table 5. For all subjects combined, the most frequent request was for courses in techniques and methods for teaching disadvantaged children. These responses stressed a desire for concrete, specific information. There was not one request specifically for summer courses, although perhaps this was implicit. Many responses clearly indicated a desire for continuing help during the school year; for example, requests for more practice teaching, observation

of master or experienced teachers, continuing workshops, and monthly seminars. The second category of responses listed in Table 5 is closely related to the first, but these responses referred to information about new curricula and to specific subject matter; for example, "Puerto Rican history," "a course in Spanish," "a master's degree in child guidance," "creative art," or "learn to play a musical instrument."

There were two other common responses: courses to help gain an understanding of the personality and environment of disadvantaged children, requested more frequently by nonpublic school teachers; and administrative rearrangements to improve the physical aspects of teaching, requested more frequently by public school teachers.

TABLE 5

TRAINING OR FURTHER HELP DESIRED BY TEACHERS

	Total Number of Times Mentioned by 104 Teachers	% of Each Group Giving Response			
		Attenders		Nonattenders	
		Public (N=25)	Nonpub. (N=27)	Public (N=25)	Nonpub. (N=27)
1. Courses in and demonstrations of skills, techniques, and methods for teaching disadvantaged children	42	28%	30%	72%	33%
2. Courses and current information on new curricula and materials in specific subject areas	21	24	26	24	7
3. Courses to gain understanding and insight into personality and environment of disadvantaged children	23	16	22	16	33
4. Administrative rearrangements to improve physical aspects of teaching	21	36	22	16	7
5. Seminars and/or continuing workshops to exchange ideas with other teachers	8	12	7	8	4
6. More and better teacher-parent-school-community relationships and communication	4	8	0	4	4
7. None (no help wanted, N=2, or no response given, N=24)	26	20	19	20	41

Looking at the four groups separately, there was one striking difference among them; namely, almost three-fourths of the public school nonattenders wanted help with teaching techniques and methods, whereas for the other three groups this figure was about 30 per cent.

The second open-ended question asked of all subjects was, "What qualities do you feel are of very great importance for a successful teacher of disadvantaged children?" Responses were coded as shown in Table 6. The most frequently mentioned quality by far was sensitivity (or its equivalent). Patience was also frequently mentioned. In comparison with Table 3, where teachers rated flexibility as very important, in this free response situation flexibility was mentioned by only 36 per cent of the teachers as being "of very great importance."

The four separate subgroups were fairly similar in their patterns of response. Public school teachers as a group tended to mention professional competence and a positive attitude toward self and others more often than did the nonpublic teachers; and the latter more often mentioned the importance of sensitivity and patience.

TABLE 6

QUALITIES SUGGESTED BY TEACHERS AS OF VERY GREAT IMPORTANCE FOR SUCCESSFUL TEACHING OF DISADVANTAGED CHILDREN

	Total Number of Times Mentioned by 104 Teachers	% of Each Group Giving Response			
		Attenders		Nonattenders	
		Public (N=25)	Nonpub. (N=27)	Public (N=25)	Nonpub. (N=27)
1. Sensitivity, understanding, fairness	79	64%	85%	76%	78%
2. Patience	52	40	52	48	59
3. Flexibility	37	28	30	52	33
4. Positive attitude toward self and others	23	32	4	32	22
5. Professional competence	18	32	7	28	4
6. Dedication	14	12	19	12	11
7. Firmness	13	0	15	24	11
8. Sense of humor	8	8	4	12	7
9. No response given	4	0	4	4	7

Two other open-ended questions were asked only of the attenders. The first, in two parts, was, "Has your attendance at the summer institutes affected your teaching this year?" "Why or in what ways do you feel it did or did not have an effect?" Responses were coded as shown in Table 7. Nearly three-fourths of this group of 52 teachers listed positive effects; more nonpublic than public school teachers reacted positively to the summer institutes experience. The most common positive reasons given by the teachers were that they learned new methods and techniques, and that they gained from the focus on the needs and problems of disadvantaged children. Both these responses were relatively more common from the nonpublic teachers. Of the 15 who said the institutes had no effect on their subsequent teaching, 10 said they learned nothing new, and 8 of these were public school teachers. The remaining three categories listed at the bottom of the table can all be considered as statements that the teacher felt she got nothing practical and specific to meet her own needs.

The second question asked of attenders only was, "Looking back on your summer institute experience, what was the single most important thing you got out of it?" To this question, also, a few teachers gave more than one response. The results are shown in Table 8. Although 15 teachers, above, said the institutes had no effect, here only 7 could state no gain. The attenders valued most the opportunity to exchange ideas with others teaching in similar situations; closely related are the frequent mentions of information about teaching techniques, methods, curricula, and materials. All these categories of responses were relatively more frequently mentioned by the nonpublic than by the public school teachers.

TABLE 7

EFFECTS OF SUMMER INSTITUTES ON ATTENDERS' TEACHING DURING THE SUBSEQUENT SCHOOL YEAR

Direction of Response	Total (N=52) N	Total (N=52) %	Public (N=25) N	Public (N=25) %	Nonpublic (N=27) N	Nonpublic (N=27) %
Positive Effect	37	71	15	60	22	81
No Effect	15	29	10	40	5	19

Reasons	Total Number of Times Mentioned	% of Group Giving Response: Public	% of Group Giving Response: Nonpublic
Positive Effect			
1. Learned new methods and techniques	19	20%	52%
2. Focussed on needs and problems of disadvantaged children	16	28	33
3. Reinforced previous attitudes and/or knowledge	6	16	7
No Effect			
4. Nothing new; repetitious; waste of time	10	32	7
5. Courses too theoretical	4	8	7
6. Courses unrelated to personal teaching situation	4	8	7
7. Courses poorly prepared and/or presented	4	8	7

TABLE 8

MOST IMPORTANT THING ATTENDERS GAINED
FROM THE SUMMER INSTITUTES

	Total Number of Times Mentioned By 52 Teachers	% of Group Giving Response	
		Public (N=25)	Nonpublic (N=27)
1. Exchange of ideas with other teachers	16	20%	41%
2. Teaching techniques and methods; ideas and sources for curricula and materials	16	20	41
3. Inspiration, motivation, optimism	9	20	15
4. Knowledge, understanding, sensitivity about the disadvantaged child and his special problems	7	16	11
5. Knowledge of community and its resources (field trips)	4	8	7
6. Stipend: little or nothing: no response	7	20	7

CONCLUSIONS AND RECOMMENDATIONS

In the preceding section, findings were presented but little comment was made about them. In general these results agree with those obtained by Dr. Gewirtz and thus support his recommendations, which will not be repeated here.

Because of the problems involved in obtaining subjects for this followup study, it is not warranted to reach firm conclusions concerning effects of attendance at the summer institutes from comparisons of the particular attenders and nonattenders studied here. We selected the attenders' names randomly, but the final sample of attenders was not a random one; rather, it can be regarded as a cooperative sample, willing to be observed for an hour, and willing to fill out an eight-page questionnaire. Neither can the nonattenders be regarded as a random sample; their names were supplied by the principals and they had to be equally cooperative, without any reward. The only restriction on the principals' choices, besides furnishing names of cooperative teachers, was in terms of the grade level taught. Apart from that, it seems likely that the principals would nominate their better teachers. This would reduce differences between the attenders and nonattenders. As for the attenders, they may represent a variety of selective factors; their decision to attend the institutes may have involved high motivation, or a feeling of lack of adequate preparation, or both these factors, or many other possibilities. These matters are speculative, but it seems likely that divergent factors within the attender and nonattender samples operated to obscure differences between them.

Keeping in mind these sampling limitations, the analyses of the TAI factor scores suggested that, seven to nine months after attending the

institutes, the attenders were somewhat more optimistic and were more flexible in their attitudes and less fearful of harm than the nonattenders. Attenders and nonattenders did not differ in their sensitivity scores. This factor may involve characteristics that are relatively resistant to change; or the measurement may be faulty. The sensitivity score is based on only six items, and Gewirtz found this score to be the least reliable of the four factor scores. Comments on the TAI as an instrument will be made below. With respect to the classification variables examined, it was found that optimism and flexibility scores decreased and sensitivity scores increased with experience. This suggests a hypothesis that the inexperienced teacher, while she is generally optimistic and flexible, is concerned with mastering the basics of teaching, whereas for the experienced teacher this is no longer a problem and she can therefore pay attention to (be sensitive to) the needs of individual children.

The significance of any reported differences between public and nonpublic school teachers is vitiated by the fact that the nonpublic nonattender sample contained relatively large proportions of very inexperienced and very experienced teachers and of nuns. It might have been enlightening to conduct further analyses to eliminate statistically the effects of differing amounts of experience, but the limited budget allotted for this followup evaluation precluded such analyses. In future similar studies, the results suggest that it would be desirable to select samples of subjects stratified with respect to amount of teaching experience or, where appropriate, experience in teaching disadvantaged children. A category of "over 10 years" should be adequate to encompass the "most experienced" teachers; and this would help to avoid small numbers of cases at this extreme.

Since the Teacher Attitude Inventory is likely to be used by other investigators, a few suggestions will be offered here for its modification. First, it seems desirable to insert a mid-scale rating of zero. Second, the wording of items should be modified so that each factor contains some items with which it is desirable to agree and some with which it is desirable to disagree. From Factor I, optimism, some items with low factor loadings could be eliminated. Factor III, sensitivity, needs more items so as to increase the reliability of measurement. We are working on a modification of the TAI along these lines for future use, and adding items which, we hope, measure sensitivity. The stability of the factors and the effects of these modifications can then be tested by a new factor analysis.

It was as true of the nonattenders as of the attenders that, for the criteria examined, their aspirations were higher than their performance, both as they stated it and as it was observed. With respect to one criterion, relating class work to the pupils' environment and experience, it would seem that attenders should have surpassed nonattenders. A possible explanation of their failure to do so, even though they recognized its importance, can be gleaned from their responses to the open-ended questions. Their stressed desire for practical, specific techniques and skills makes clear the great difference between knowing a principle and knowing how to put that principle into practice. Dr. Gewirtz recommended careful screening of applicants so as to place them in courses that will meet their needs. This is a difficult task, but it might be facilitated by asking applicants to make a very specific statement of what they hope to gain from a course.

If the data in the original evaluation had not been collected anonymously, it would have been possible to look for changes during the subsequent school year within individuals, and then to try to relate the observed changes to meaningful variables. However, if the original data had not been collected anonymously, it is perfectly possible that those results would have been different.

The implication of these statements is that to do an adequate followup study of a program requires consideration of this possibility at the time when the original project and the original evluation are being conducted. Even if it is not certain that funds will be available for a followup study, it could certainly do no harm to consider, in all evaluations, at the stage of evaluation design, the question of whether a followup study would be desirable, and what information it should yield. This procedure could also be economically advantageous, since with slight modifications or with slight additional expenditures during the original evaluation, the cost of a followup study might be greatly reduced.

APPENDIX A

TABLE 1

FACTOR I - OPTIMISM
ITEMS LISTED IN ORDER OF MAGNITUDE OF FACTOR LOADINGS

Item No.	Factor Loading	Content
62	.54	Because the disadvantaged child is unused to intellectual stimulation, he should be exposed to it in very small doses.
66	.52	It is unrealistic for the teacher of the disadvantaged child to set her sights high.
45	.50	Even the most creative teacher of disadvantaged children can expect to attain only very limited gains with them.
58	.45	The new curriculum approaches developed for gifted children have little relevance for teaching the disadvantaged child.
53	.44	Because of his overly-concrete mode of thinking, the disadvantaged child is rarely capable of handling abstract concepts.
47	.42	The disadvantaged child is not a good subject for "inductive" teaching.
52	.41	Since the disadvantaged child learns best through constant repetition of the same material, the "spiral" approach is not applicable to him.
84	.41	If a teacher succeeds in motivating only one out of five in a class of disadvantaged children, she is doing well.
83	.41	The disadvantaged child's curriculum should emphasize only the most essential skills and knowledge he will need to get along.
49	.40	The curriculum for disadvantaged children should consist of self-contained activities which are minimally related to what has gone before or what is to come.
74	.36	Because the disadvantaged child displays a delayed learning "readiness," more complex concepts should not be introduced until the later grades.
65	.36	Most disadvantaged children do not have the "stick-to-itiveness" to use programmed self-instructional devices.

- continued -

FACTOR I (continued)
ITEMS LISTED IN ORDER OF MAGNITUDE OF FACTOR LOADINGS

Item No.	Factor Loading	Content
59	.34	The search for new curricula for the disadvantaged child is too recent to have provided approaches of concrete value to the teacher.
56	.33	One of the hardest things to get used to about teaching disadvantaged children is that most of them come to school quite unclean.
60	.33	A teacher of disadvantaged children should focus on reading and give only residual attention to other curriculum areas.
63	.32	One of the frustrations in working with disadvantaged children is that they do not really appreciate your efforts.
57	.27	The disadvantaged child's capacity for learning is pretty well set by the time he reaches school age.

TABLE 2

FACTOR II - FLEXIBILITY
ITEMS LISTED IN ORDER OF MAGNITUDE OF FACTOR LOADINGS

Item No.	Factor Loading	Content
73	.50	The teacher of disadvantaged children should stick to recommended techniques and avoid experimentation.
76	.50	A disadvantaged child's use of "hip" expressions should be corrected immediately.
50	.42	The teacher of the disadvantaged child should avoid references to the child's home and community in her lessons because these are likely to be painful and unpleasant subjects for the pupil.
72	.39	Teaching the disadvantaged child is truly a matter of all work and no play.
77	.39	Role-playing is not suitable for the disadvantaged child because of his difficulty in expressing himself.
80	.39	A disadvantaged child should be helped from the beginning to understand that his language is not the language he is expected to use in school.
71	.37	The disadvantaged child requires a consistent environment; therefore team teaching is not a suitable approach for him.
46	.37	Since the disadvantaged child's verbal ability is so poor the teacher should take every opportunity to correct his speech errors.
79	.37	A teacher cannot be expected to mitigate intellectual damage suffered by a disadvantaged child by the time he reaches school age.
82	.36	In the battle to overcome his difficult environment, the disadvantaged child has not developed a sense of fair play.
70	.31	Having been raised in a ghetto the disadvantaged child is not aware that his culture is different from that of society-at-large.

TABLE 3

FACTOR III - SENSITIVITY
ITEMS LISTED IN ORDER OF MAGNITUDE OF FACTOR LOADINGS

Item No.	Factor Loading	Content
64	.41	The disadvantaged child has a greater need to experience success in school than the middle class child.
67	.33	Teaching disadvantaged children can be as satisfying an experience as teaching advantaged children.
61	.32	The disadvantaged child's ability to observe is not as impaired as his verbal ability.
68	.28	The disadvantaged child should not be made to feel that middle class values are more acceptable to the teacher than lower class values.
81	.28	Especially with disadvantaged children, the teacher should check to see if every homework and classroom assignment has been completed.
55	.28	In reaching the disadvantaged child, the teacher's personal contribution is more important than having the proper curricular materials.

TABLE 4

FACTOR IV - NON-FEAR OF PHYSICAL HARM
ITEMS LISTED IN ORDER OF MAGNITUDE OF FACTOR LOADINGS

Item No.	Factor Loading	Content
54	.48	The disadvantaged child's frequent outbursts of hostility are really hard to take.
48	.42	Few teachers prefer to work with disadvantaged children.
51	.41	Most teachers are fearful about teaching in disadvantaged neighborhoods.
75	.39	A teacher at a disadvantaged school runs substantial risk of being physically harmed.
76	.35	As long as the parents of disadvantaged children remain apathetic and irresponsible, the teachers can expect to accomplish very little with these children.
69	.32	It's discouraging to try new teaching approaches with the disadvantaged when the children do not even pay attention to what the teacher is saying.

TABLE 5

ATTENDANCE-NONATTENDANCE BY TYPE OF SCHOOL: MEAN SCORES AND ANALYSES OF VARIANCE FOR EACH OF THE FOUR TAI FACTORS

MEAN SCORES

Type of School	Number of Cases		Factor I Optimism		Factor II Flexibility		Factor III Sensitivity		Factor IV Non-Fear of Harm	
	Att.	Nonatt.	Att.	Nonatt.	Att.	Nonatt.	Att.	Nonatt.	Att.	Nonatt.
Public	25	25	6.5	7.8	4.9	4.8	1.7	1.9	1.1	0.7
Nonpublic	27	27	5.8	3.0	3.8	1.9	1.9	2.2	1.1	0.4

ANALYSES OF VARIANCE

Source of Variation	df	Factor I		Factor II		Factor III		Factor IV	
		MS	F	MS	F	MS	F	MS	F
Attendance-Nonattendance	1	13.09	.66	26.35	3.79	1.16	.92	9.11	2.70
Type of School	1	201.09	10.11**	99.75	14.35***	1.92	1.53	.92	.27
Interaction	1	109.63	5.51*	20.89	3.01	.00	.00	.37	.11
Within Cells	100	19.90		6.95		1.26		3.38	
Total	103	22.49		8.19		1.25		3.38	

*Significant at less than the .05 level.

**Significant at less than the .01 level.

***Significant at less than the .001 level.

ATTENDANCE-NONATTENDANCE BY GRADE LEVEL TAUGHT: MEAN SCORES AND ANALYSES OF VARIANCE FOR EACH OF THE FOUR TAI FACTORS

MEAN SCORES

Grade Level Taught	Number of Cases		Factor I Optimism		Factor II Flexibility		Factor III Sensitivity		Factor IV Non-Fear of Harm	
	Att.	Nonatt.	Att.	Nonatt.	Att.	Nonatt.	Att.	Nonatt.	Att.	Nonatt.
1-3	17	17	5.1	4.4	3.3	2.9	1.9	2.4	0.7	0
4-6	29	27	6.7	6.1	5.0	3.7	1.7	1.9	1.2	0.6
7-9	6	8	6.0	4.8	3.9	2.8	1.9	1.8	1.9	1.3

ANALYSES OF VARIANCE

Source of Variation	df	Factor I MS	Factor I F	Factor II MS	Factor II F	Factor III MS	Factor III F	Factor IV MS	Factor IV F
Attendance-Nonattendance	1	12.49	.54	8.79	1.09	.19	.15	1.75	.52
Grade Level Taught	2	9.31	.40	3.85	.48	2.47	1.94	2.74	.82
Interaction	2	2.19	.09	.45	.06	.12	.09	.42	.13
Within Cells	98	23.32		8.05		1.27		3.35	
Total	103	22.49		8.19		1.25		3.38	

TABLE 7

ATTENDANCE-NONATTENDANCE BY YEARS OF TEACHING EXPERIENCE:
MEAN SCORES AND ANALYSES OF VARIANCE FOR
EACH OF THE FOUR TAI FACTORS

MEAN SCORES

Years of Teaching Experience	Number of Cases		Factor I Optimism		Factor II Flexibility		Factor III Sensitivity		Factor IV Non-Fear of Harm	
	Att.	Nonatt.	Att.	Nonatt.	Att.	Nonatt.	Att.	Nonatt.	Att.	Nonatt.
0-2	11	18	8.4	4.5	5.1	3.4	1.6	2.0	0.8	0.1
3-5	13	11	5.7	8.7	5.0	5.3	1.1	2.1	1.4	1.3
6-10	14	7	5.8	7.9	4.0	4.5	2.1	1.9	1.1	1.7
11-20	9	5	6.4	3.9	3.9	1.0	2.4	1.8	1.0	0.5
Over 20	5	11	2.6	2.4	2.4	1.4	2.4	2.2	1.3	-0.3

ANALYSES OF VARIANCE

Source of Variation	df	Factor I MS	Factor I F	Factor II MS	Factor II F	Factor III MS	Factor III F	Factor IV MS	Factor IV F
Attendance-Nonattendance	1	2.20	.11	20.98	2.98	.18	.15	4.82	1.47
Years Teaching Experience	4	63.95	3.17*	33.21	4.72**	1.25	1.03	3.66	1.11
Interaction	4	37.79	1.88	8.72	1.24	1.69	1.39	2.92	.89
Within Cells	94	20.14		7.04		1.22		3.29	
Total	103	22.49		8.19		1.25		3.38	

*Significant at less than the .05 level.

**Significant at less than the .01 level.

ATTENDANCE-NONATTENDANCE BY YEARS OF EXPERIENCE IN TEACHING DISADVANTAGED CHILDREN: MEAN SCORES AND ANALYSES OF VARIANCE FOR EACH OF THE FOUR TAI FACTORS

MEAN SCORES

Years Teaching Disadvantaged Children	Number of Cases		Factor I Optimism		Factor II Flexibility		Factor III Sensitivity		Factor IV Non-Fear of Harm	
	Att.	Nonatt.	Att.	Nonatt.	Att.	Nonatt.	Att.	Nonatt.	Att.	Nonatt.
0-2	15	28	7.5	4.2	4.6	2.9	1.7	2.1	0.7	0.5
3-5	17	12	5.5	9.0	4.4	5.2	1.3	2.1	1.7	1.3
6-10	13	8	4.9	6.2	3.5	4.2	2.3	1.6	0.9	0.4
11-20	7	2	6.9	3.8	5.1	0.2	2.4	2.5	1.1	-1.0
Over 20	0	2	--	-1.9	--	-3.5	--	1.8	--	-1.7

ANALYSES OF VARIANCE

Source of Variation	df	Factor I MS	Factor I F	Factor II MS	Factor II F	Factor III MS	Factor III F	Factor IV MS	Factor IV F
Attendance-Nonattendance	1	48.28	2.35	84.58	12.50***	.12	.10	17.66	5.38*
Yrs. Teaching Disad. Children	4	84.81	4.14**	72.72	10.75***	.93	.76	10.09	3.07*
Interaction	4	12.27	.60	1.35	.20	.87	.71	1.09	.33
Within Cells	94	20.51		6.77		1.23		3.28	
Total	103	22.49		8.19		1.25		3.38	

*Significant at less than the .05 level.

**Significant at less than the .01 level.

***Significant at less than the .001 level.

Appendix B - INSTRUMENTS

FOLLOW UP STUDY OF 1966 SUMMER INSTITUTES FOR TEACHERS OF DISADVANTAGED CHILDREN

List of Instruments

Classroom Observation	B1
Questionnaire for Teachers	B4

CENTER FOR URBAN EDUCATION
33 West 42nd Street
New York, N.Y. 10036

Followup Study of Summer Institutes
Classroom Observation

eacher_____ School_____

rade or Subject_____ Principal_____

ate_____ Observer_____

or each numbered item below, please circle a number between 1 and 5 to indicate the rtent to which the described behavior is shown. If you have no basis on which to udge a particular item, circle 0, meaning not scorable. In the blank space under- eath each item, please comment on what led to your rating, cite specific incidents ou observed, etc.

o what extent:	Little				Much	Not scorable
Has the teacher attempted to make the classroom look attractive in a way that is appropriate to the children's age level? Comment:	1	2	3	4	5	0
Are the children responsive to the teacher? Comment:	1	2	3	4	5	0
Do the pupils show interest and involvement in the class activities? Comment:	1	2	3	4	5	0
Do the children show curiosity, desire to explore, to discover, to seek answers? Comment:	1	2	3	4	5	0
Do the children show interest in the materials presented by the teacher? Comment:	1	2	3	4	5	0
Are the materials used by the teacher adequate and appropriate for the class? Comment:	1	2	3	4	5	0
Is the content of the teacher's presentation appropriate for the class? Comment:	1	2	3	4	5	0

To what extent:	Little				Much	Not scorable
8. Is the teacher's use of language appropriate for the children? (For example, does she make adaptations for children who have language difficulties?) Comment:	1	2	3	4	5	0
9. Is the pacing of the learning activities appropriate for the pupils? Comment?	1	2	3	4	5	0
10. Does the teacher show that she can vary her teaching approach to meet the needs of particular pupils? Comment:	1	2	3	4	5	0
11. Does the teacher encourage questioning, suggestions, and other evidences of pupil initiative? Comment:	1	2	3	4	5	0
12. Does the teacher encourage the children to consult sources, references, etc. to seek answers or verify information? Comment:	1	2	3	4	5	0
13. Does the teacher encourage pupils to consult with each other? Comment:	1	2	3	4	5	0
14. Is the lesson part of a continuous process? That is, to what extent does the teacher refer to prior learnings and furnish leads to future learning? Comment:	1	2	3	4	5	0
15. Does the teacher check on whether the pupils have acquired the knowledge she has been teaching? Comment:	1	2	3	4	5	0
16. Does the teacher set standards for the children's behavior which are conducive to learning? Comment:	1	2	3	4	5	0

To what extent:	Little				Much	Not scorable
Does the teacher show respect for the children as individuals? Comment:	1	2	3	4	5	0
Does the teacher show awareness of special needs of individual children? (For example, show consideration of a child's possible fatigue, hunger, or need for special work different from the regular class work.) Comment:	1	2	3	4	5	0
Does the teacher attempt to relate the class work to the pupils' environment and life experiences? Comment:	1	2	3	4	5	0
Does the teacher seem to enjoy teaching? Comment:	1	2	3	4	5	0
Give your overall evaluation of the teaching-learning situation you observed. Comment:	Poor 1	2	3	4	Excellent 5	

Title I Evaluations

CENTER FOR URBAN EDUCATION
33 West 42nd Street
New York, N.Y. 10036

FOLLOWUP STUDY OF SUMMER INSTITUTES
Questionnaire for Teachers

1-3. No._____ Teacher_____

School_____ Date_____

For each item below, please circle the number in front of the answer which applies to you.

4. In which type of school do you now teach?
   1. Public
   2. Nonpublic

5. How many courses did you take in last summer's institutes for the teaching of disadvantaged children?
   1. None
   2. One or two courses
   3. Three or four courses

6. Sex
   1. Male
   2. Female

7. In what age group are you?
   1. 24 or less
   2. 25 - 34
   3. 35 - 44
   4. 45 - 54
   5. 55 or more

8. What grade level do you teach now?
   1. Grade 3 or lower
   2. Grade 4, 5, or 6
   3. Grade 7 or higher
   4. Other; specify:_____

9. For how many years have you taught? Do not include this year.
   1. Less than 3 years
   2. 3 - 5 years
   3. 6 - 10 "
   4. 11 - 20 "
   5. More than 20 years

10. For how many years have you taught disadvantaged children? Do not include this year.
    1. Less than 3 years
    2. 3 - 5 years
    3. 6 - 10 "
    4. 11 - 20 "
    5. More than 20 years

11. Are you teaching any disadvantaged children now?
    1. Yes
    2. No

12. Do you want to teach disadvantaged children in the future?
    1. Yes
    2. No
    3. Not sure

13. Under which New York City teaching license are you working?
    1. Common branches regular
    2. Early childhood regular
    3. Common branches substitute
    4. Early childhood substitute
    5. Other; specify:_____

Listed below are specific practices, procedures, and reactions teachers sometimes report. Obviously not all teachers report all of these. Please think back over your classroom teaching during this school year and indicate how often you have done each of the things listed. Remember, there is no implication that every teacher could or should have done all these things, so please try to make your ratings factual; that is, rate what has actually happened this year. Please rate each item using the following scale:

1. Never
2. Rarely
3. Sometimes
4. Often
5. Very often

Circle one number between 1 and 5 for each item.

		I have done this:				
		Never	Rare-ly	Some-times	Often	Very Often
14.	Making special displays or decorations for the classroom.	1	2	3	4	5
15.	Developing my own teaching materials for use in class.	1	2	3	4	5
16.	Involving the children in the planning of class work.	1	2	3	4	5
17.	Basing most of my teaching strategies on the needs of the slowest children.	1	2	3	4	5

		I have done this:				
		Never	Rarely	Sometimes	Often	Very Often
18.	Identifying children's specific learning problems.	1	2	3	4	5
19.	Getting most of the pupils to participate actively in class.	1	2	3	4	5
20.	Making deliberate variations in my teaching procedure in order to accomplish particular teaching aims.	1	2	3	4	5
21.	Relating class work to specific conditions or circumstances in the children's lives and environment.	1	2	3	4	5
22.	Disciplining children when they disrupt the class work.	1	2	3	4	5
23.	Departing from the prescribed textbooks in the presentation of subject matter.	1	2	3	4	5
24.	Talking with parents of children by my arrangement (that is, at times other than open school week or at meetings which are part of the school routine).	1	2	3	4	5
25.	Taking children on field trips, or providing other first-hand enriching experiences, outside the regular class routine.	1	2	3	4	5
26.	Discussing teaching problems with my colleagues.	1	2	3	4	5
27.	Keeping myself informed concerning public programs which affect disadvantaged children, via newspapers, TV, etc.	1	2	3	4	5
28.	Consulting library or other reference sources for some particular information related to my specific teaching purposes.	1	2	3	4	5
29.	Attending educational conferences or conventions.	1	2	3	4	5
30.	Having a feeling of personal satisfaction with my teaching efforts.	1	2	3	4	5

If you wish to make any comments on your answers to items 14-30, please do so here.

_____

_____

_____

_____

Listed below are several items which some people have suggested as important to success in teaching. How important do you consider each of the items below to your success as a teacher? Please rate using the following scale:

1. Has no importance to my success as a teacher.
2. Has a little importance.
3. Has some importance.
4. Quite important.
5. Essential to my success as a teacher.

As before, circle one number between 1 and 5 for each item.

		The importance of this item to my success as a teacher:				
		No imp.	A Little imp	Some imp.	Quite imp.	Essen-tial
31.	Setting goals for each child in terms of his own level of functioning.	1	2	3	4	5
32.	Being flexible in my approach to teaching the children.	1	2	3	4	5
33.	Rewarding the child for his successful efforts.	1	2	3	4	5
34.	Relating classroom learning to the child's urban life.	1	2	3	4	5
35.	Maintaining an orderly classroom atmosphere.	1	2	3	4	5
36.	Being creative and experimental in the class-room.	1	2	3	4	5
37.	Knowing about new developments in teaching techniques and curricula.	1	2	3	4	5
38.	Facilitating interaction among pupils in order to accomplish particular teaching aims.	1	2	3	4	5
39.	Identifying a child's specific learning problems.	1	2	3	4	5
40.	Understanding the children's social and cultural background.	1	2	3	4	5
41.	Being familiar with community resources and agencies in the metropolitan area which are relevant to education.	1	2	3	4	5
42.	Knowing the thinking of educational leaders concerning urban educational problems.	1	2	3	4	5
43.	Keeping myself informed about current events pertaining to minority groups in New York City.	1	2	3	4	5
44.	Having confidence regarding my own skills and expectations.	1	2	3	4	5

Each of the statements listed below expresses an attitude or concept concerning the disadvantaged child. Please indicate the extent of your agreement or disagreement with each statement according to the following scale:

If you agree strongly, circle +2.
If you agree somewhat, circle +1.
If you disagree somewhat, circle -1.
If you disagree strongly, circle -2.

Please work quickly, since first impressions are usually the best.

		Disagr.		Agree	
45.	Even the most creative teacher of disadvantaged children can expect to attain only very limited gains with them.	-2	-1	+1	+2
46.	Since the disadvantaged child's verbal ability is so poor the teacher should take every opportunity to correct his speech errors.	-2	-1	+1	+2
47.	The disadvantaged child is not a good subject for "inductive" teaching.	-2	-1	+1	+2
48.	Few teachers prefer to work with disadvantaged children.	-2	-1	+1	+2
49.	The curriculum for disadvantaged children should consist of self-contained activities which are minimally related to what has gone before or what is to come.	-2	-1	+1	+2
50.	The teacher of the disadvantaged child should avoid references to the child's home and community in her lessons because these are likely to be painful and unpleasant subjects for the pupil.	-2	-1	+1	+2
51.	Most teachers are fearful about teaching in disadvantaged neighborhoods.	-2	-1	+1	+2
52.	Since the disadvantaged child learns best through constant repetition of the same material, the "spiral" approach is not applicable to him.	-2	-1	+1	+2
53.	Because of his overly-concrete mode of thinking, the disadvantaged child is rarely capable of handling abstract concepts.	-2	-1	+1	+2
54.	The disadvantaged child's frequent outbursts of hostility are really hard to take	-2	-1	+1	+2
55.	In reaching the disadvantaged child, the teacher's personal contribution is more important than having the proper curricula materials.	-2	-1	+1	+2
56	One of the hardest things to get used to about teaching disadvantaged children is that most of them come to school quite unclean.	-2	-1	+1	+2
57.	The disadvantaged child's capacity for learning is pretty well set by the time he reaches school age.	-2	-1	+1	+2

		Disagr.		Agree	
58.	The new curriculum approaches developed for gifted children have little relevance for teaching the disadvantaged child.	-2	-1	+1	+2
59.	The search for new curricula for the disadvantaged child is too recent to have provided approaches of concrete value to the teacher.	-2	-1	+1	+2
60.	A teacher of disadvantaged children should focus on reading and give only residual attention to other curriculum areas.	-2	-1	+1	+2
61.	The disadvantaged child's ability to observe is not as impaired as his verbal ability.	-2	-1	+1	+2
62.	Because the disadvantaged child is unused to intellectual stimulation, he should be exposed to it in very small doses.	-2	-1	+1	+2
63.	One of the frustrations in working with disadvantaged children is that they do not really appreciate your efforts.	-2	-1	+1	+2
64.	The disadvantaged child has a greater need to experience success in school than the middle class child.	-2	-1	+1	+2
65.	Most disadvantaged children do not have the "stick-to-it-iveness" to use programmed self-instructional devices.	-2	-1	+1	+2
66.	It is unrealistic for the teacher of the disadvantaged child to set her sights high.	-2	-1	+1	+2
67.	Teaching disadvantaged children can be as satisfying an experience as teaching advantaged children.	-2	-1	+1	+2
68.	The disadvantaged child should not be made to feel that middle class values are more acceptable to the teacher than lower class values.	-2	-1	+1	+2
69.	It's discouraging to try new teaching approaches with the disadvantaged when the children do not even pay attention to what the teacher is saying.	-2	-1	+1	+2
70.	Having been raised in a ghetto the disadvantaged child is not aware that his culture is different from that of society-at-large.	-2	-1	+1	+2
71.	The disadvantaged child requires a consistent environment; therefore team teaching is not a suitable approach for him.	-2	-1	+1	+2
72.	Teaching the disadvantaged child is truly a matter of all work and no play.	-2	-1	+1	+2
73.	The teacher of disadvantaged children should stick to recommended techniques and avoid experimentation.	-2	-1	+1	+2

		Disagr.		Agree	
74.	Because the disadvantaged child displays a delayed learning "readiness," more complex concepts should not be introduced until the later grades.	-2	-1	+1	+2
75.	A teacher at a disadvantaged school runs substantial risk of being physically harmed.	-2	-1	+1	+2
76.	A disadvantaged child's use of "hip" expressions should be corrected immediately.	-2	-1	+1	+2
77.	Role-playing is not suitable for the disadvantaged child because of his difficulty in expressing himself.	-2	-1	+1	+2
78.	As long as the parents of disadvantaged children remain apathetic and irresponsible, the teachers can expect to accomplish very little with these children.	-2	-1	+1	+2
79.	A teacher cannot be expected to mitigate intellectual damage suffered by a disadvantaged child by the time he reaches school age.	-2	-1	+1	+2
80.	A disadvantaged child should be helped from the beginning to understand that his language is not the language he is expected to use in school.	-2	-1	+1	+2
81.	Especially with disadvantaged children, the teacher should check to see if every homework and classroom assignment has been completed.	-2	-1	+1	+2
82.	In the battle to overcome his difficult environment, the disadvantaged child has not developed a sense of fair play.	-2	-1	+1	+2
83.	The disadvantaged child's curriculum should emphasize only the most essential skills and knowledge he will need to get along.	-2	-1	+1	+2
84.	If a teacher succeeds in motivating only one out of five in a class of disadvantaged children, she is doing well.	-2	-1	+1	+2

In the following items, again circle the number that corresponds to your answer.

85. Have you answered the above set of Agree-Disagree questions before?
    1. Yes
    2. No
    3. Not sure

86-87. What training do you think would be helpful to you in your teaching? Or what further help would you like to have?

_____

_____

_____

_____

88-89. What qualities do you feel are of very great importance for a successful teacher of disadvantaged children?

_____

_____

_____

_____

If you did not attend the summer institutes, omit the remaining questions.

If you did attend any of the summer institutes, please answer the following questions.

90. What courses did you take? Circle all that apply.
1. Urban living
2. English and the language arts
3. History and the social sciences
4. Mathematics and science

91. Has your attendance at the summer institutes affected your teaching this year?
1. Yes
2. No
3. Doubtful

92-93. Please explain your answer to the above item. Why or in what ways do you feel it did or did not have an effect?

_____

_____

_____

_____

94. Looking back on your summer institute experience, what was the single most important thing you got out of it?

_____

_____

_____

APPENDIX C

Staff List

Dr. Rita Senf, Evaluation Chairman
Senior Research Psychologist
Center for Urban Education

Mrs. May Engler
Research Assistant
Center for Urban Education

Miss Karla Shepard
Research Assistant
Center for Urban Education



EVALUATION OF NEW YORK CITY TITLE I

EDUCATIONAL PROJECTS 1966-67

CORRECTIVE MATHEMATICS SERVICES FOR DISADVANTAGED PUPILS IN NONPUBLIC REGULAR DAY SCHOOLS

By Anne S. Grossman

September 1967

The Center For Urban Education

33 West 42nd St., New York, N.Y. 10036

CENTER FOR URBAN EDUCATION

FIELD RESEARCH AND EVALUATION COMMITTEE

ESEA TITLE I EVALUATIONS

SUMMARY REPORT

Date: July 31, 1967

Project: Corrective Mathematics Services for Disadvantaged Pupils in Non-Public Regular Day Schools

Evaluation Director: Dr. Anne S. Grossman, Assistant Professor
Hunter College

NOTE: To assist in the planning of Title I projects for 1967-8, this summary was prepared after the collection of all data but before the writing of the final report. The final report will contain a complete, detailed evaluation of the project.

CORRECTIVE MATHEMATICS SERVICES FOR DISADVANTAGED PUPILS IN NON-PUBLIC REGULAR DAY SCHOOLS

Description of the Project:

The Corrective Mathematics project provided special corrective services in nonpublic schools for disadvantaged children identified as retarded in arithmetic.

The official stated objectives of the program were:

1. "To improve classroom performance in mathematics beyond usual expectations.
2. To improve the children's self-image.
3. To change (in a positive direction) their attitude towards school and education.
4. To improve the children's average daily attendance."

The original project description listed 195 schools with approximately 30,500 children who were eligible to participate in this new program. Instruction was to be in small groups of 10 pupils each, for two one-hour sessions a week. The weekly instruction load had been fixed at 20 hours, and each teacher actually served about 100 pupils. The teachers were to spend their time divided, in general, between two schools each week.

The criteria of pupil eligibility for the corrective mathematics program were as follows: children in grades 2-4 would be eligible if they were at least one year retarded in mathematics; in grades 5-8 at least 2 years retardation was necessary for eligibility. Since the project description did not specify any standard for judging the amount of retardation, and since the results of the arithmetic test administered in November 1966 were not available until January 1967, actual placement in the program was based primarily on teacher judgment.

A full-time coordinator, supported by a staff of three clerical assistants and five teachers assigned as field supervisors would administer the corrective mathematics program. A special allotment covered the costs of supplies and consultant services for the orientation of teachers. Kits, containing selected materials, tests, supplies and equipment were allotted to each participating school.

The program began in 135 schools in September 1966, with 66 teachers and three part-time supervisors. More schools were added to the program as more teachers were obtained· by June, 154 of the schools were being served. A total of 8,625 children were served this year.

Description of the Evaluation:

The primary aim of the evaluation was to determine the extent to which the corrective mathematics program contributed to overcoming the retardation of the children enrolled. The effects of the program on the self-image, attitude toward school and education, and attendance of the pupils were also studied. In addition, the effectiveness of the program, as estimated by the participating teachers and principals of the schools, was evaluated.

A questionnaire was sent to the principals of all 154 participating schools. Information concerning selection procedures, teaching techniques, supervision, etc. was collected and analyzed from the 126 respondents. From the corrective teachers information was obtained about their background and training, their experiences and reactions to the program.

A pupil self-rating scale was administered in May to the sample groups described below. In addition, these same children were rated by their regular classroom teachers. Beginning and end year attendance was reported for these pupils.

Specialists in mathematics education visited the 15 sample schools, observed the corrective classes and interviewed school principals, corrective mathematics teachers and groups of children.

Originally, the arithmetic performance of third, fifth, sixth and seventh grade children in corrective instruction was to be compared with that of a group of children eligible for, but not enrolled in corrective instruction. This comparison group was selected on the basis of the results of the November 1966 administration of the Metropolitan Achievement Test in Arithmetic. However, the groups could not be considered equated; there is evidence from both teachers and principals to indicate that the instruction children, selected on the basis of teacher judgment, were experiencing difficulties in the classroom in addition to retardation in arithmetic. Because of this factor, comparative data should be interpreted cautiously.

In order to measure the amount of change in arithmetic performance, the Metropolitan Achievement Test was readministered in May 1967 to all children in the corrective program at that time.

Findings

The third graders in instruction gained 6.2 months in computation and 5.5 months in problem-solving during the six month period between the November and May test administrations. Fifth and sixth graders made small gains (2.0 and 1.0 month respectively) while the sampled seventh graders in instruction did not improve on the arithmetic computation sub-test. In the problem-solving sub-test the sixth grade sample averaged a 5.0 month gain; pupils in grades 5 and 7 tested more poorly in May than they had in September.

The apparent increase in retardation in the older grade group has been attributed to (1) the inappropriateness of the MAT, (2) the inexperience of the corrective teachers in working with the more "sophisticated" arithmetic topics, and/or (3) relatively more severe retardation in the older grade groups.

The comparison group made greater gains than the comparable children in instruction, perhaps because they did not suffer from any of the difficulties other than retardation in arithmetic; or perhaps because when the program children were sent out for corrective instruction the comparison child remaining in the regular classroom had a greater opportunity to learn.

Teacher ratings of the pupils in instruction indicated an improvement in classroom performance. Almost 90 per cent of the pupils were rated as

at least "somewhat helped." More than 90 per cent of the pupils, according to teachers, looked forward to attending corrective classes.

When compared with the children not in instruction a larger percentage of the program children rated themselves as "liking arithmetic" and "liking school." Third graders in instruction tended to rate themselves better than pupils in the other grades.

Children in instruction exhibited improved attendance from the beginning to the end of the school year, while in general, the attendance of comparison group children tended to become poorer.

Principals of the nonpublic schools were generally pleased with the program; the main source of dissatisfaction was with the inexperience of the corrective teachers. Sixty-eight per cent of the teachers had never taught before and 60 per cent had never taken a methods course in the teaching of mathematics. Their difficulty was magnified because the program materials did not reach the schools until six months after the start of the program, and because there was a shortage of supervisors and a resultant lack of regular and frequent supervision.

The principals felt that the children in the program gained in knowledge of fundamental skills in mathematics as well as improved in their attitudes toward school as a result of the small-group corrective instruction in mathematics.

Recommendations:

1. It is suggested that in June, classroom teachers recommend children deficient in mathematics to participate in the following school year's program, and provide a profile of their deficiencies. In September, children should be tested to provide specific diagnostic information as well as standardized evidence of retardation.

2. Teachers who have had some courses in elementary education with emphasis on methods for teaching arithmetic should be selected for the program.
3. An intensive in-service training experience should be provided for.
4. Regular and frequent supervision is important and should be planned for and continued throughout the program.
5. The hand-scored, rather than the mechanics scored, form of the MAT should be used because it yields specific information concerning the weakness of in computation and problem solving and can thus be used diagnostically.

Center for Urban Education
33 West 42nd Street
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CORRECTIVE MATHEMATICS SERVICES FOR DISADVANTAGED PUPILS IN NONPUBLIC REGULAR DAY SCHOOLS

Anne S. Grossman

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director September 1967

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DESCRIPTION OF THE PROJECT

In September 1966 the Corrective Mathematics program was introduced in nonpublic regular day schools in New York City. This project was designed to provide corrective services for disadvantaged children identified as retarded in arithmetic.

The objectives of the program, as stated in the official Board of Education description, included the following:

(1) To improve classroom performance in mathematics beyond usual expectations,

(2) To improve the children's self-image,

(3) To change (in a positive direction) their attitude towards school and education, and

(4) To improve the children's average daily attendance.

In the original proposal, 195 schools serving attendance areas with high concentrations of low-income families were selected to participate; approximately 30,600 children, one-third of the schools' total register, were estimated in advance to be eligible for the new program. Positions for 133 corrective mathematics teachers were allotted to the program.

In the basic program the teacher worked with small groups of approximately 10 pupils for two one-hour sessions a week. Since the instructional load had been set at 20 hours per week, each teacher was responsible for about 100 children. In most instances these children were not in one school; all full-time corrective teachers traveled from school to school, serving two or occasionally three schools.

The criteria of pupil eligibility for the corrective mathematics program were as follows: children in grades 2 through 4 were eligible if they were at least one year retarded in mathematics; in grades 5 through 8 the basis was at least two year's retardation. The program description did not specify how the degree of retardation was to be assessed. Eligible children not being served at the onset of the program were to be placed on waiting lists and accommodated as space became available; they would replace pupils whose mathematics deficiencies had been remedied, or who for other reasons were dropped from the program.

A full time coordinator, three clerical assistants, and five teachers assigned as field supervisors were to administer the corrective mathematics program. A special allottment covered the costs of supplies, materials, and equipment. Orientation and in-service training for the corrective teachers were incorporated in the proposal.

The program began in 135 schools in September 1966, with a full time coordinator, 66 corrective teachers, and three part time field supervisors. More schools were added to the program as more corrective mathematics teachers were recruited; by June, 154 or 79 per cent of the eligible schools were involved, and 77 corrective teachers had participated at some time. The program was not operative in 29 schools because of insufficient remedial staff, while 12 schools dropped out of the program due to space considerations or similar problems. The director of the program estimated that 8,625 children were served by the program during this first year.

EVALUATION DESIGN

The general design of the evaluation was based on the stated objectives of the program; the primary aim was to determine the extent to which the corrective program had alleviated the mathematics deficiencies of the pupils.

No norms and no expectancies are available for a population that needs corrective help; progress of the participating pupils could only be compared with the achievement expected for a normal child. Since the participating children were supposed to be one or two years retarded in mathematics at the start of the program, they could not be expected to progress at the normal rate. To provide at least some comparative information about expectancy for pupils progressing at a rate below normal, results for a sample of children who were not selected for corrective instruction were studied. A more complete description of these groups follows below.

In addition to an analysis of pupil achievement in arithmetic, a measure of pupil self-image and attitude toward school and education was obtained. Attendance records were evaluated, and the reactions of principals and classroom teachers to the program were studied. The corrective mathematics teachers were questioned and specialists in mathematics education observed corrective classes.

All data are presented by grade level only; no denominational analyses were made. Sex differences were analyzed, but since there were no differences in improvement at any grade level between boys

and girls, their results were combined.

Eligibility of Pupils for the Corrective Program

The official project description stated that eligibility for corrective mathematics classes was limited to children in grades two through four who were at least one year retarded, and to children in grades five through eight who were at least two years retarded in arithmetic. Children were selected for the program in various ways. The responses of the principals of the schools indicate that while about half the schools selected participants based on a combination of test results and teacher recommendation (48 per cent) about one-third of the schools based selection on teacher recommendation alone (30 per cent), even in those few cases where some form of test score was available in September. The remaining principals indicated use of report card grades and other formal and informal procedures.

Participation of all pupils judged eligible was limited by available facilities and personnel; in most instances the principals established priorities which varied among schools. These included giving priority to children below grade for age, to recent admissions, and to children having language difficulties or other problems in the classroom.

The Metropolitan Achievement Test in Arithmetic was given in November only to selected grades. In January when results of the November testing became available, in some schools pupils were dropped from

the program because their scores were higher than the eligibility limit. In other schools similar children were permitted to remain in the program. The director of the project together with school principals made the final decision on an individual basis.

Selection of Sample Schools for Analysis of Pupil Progress

One part of this evaluation focussed on pupil progress during the year. Such an analysis requires a standard baseline against which to measure changes in achievement. The only program-wide measure available for this purpose was the Metropolitan Achievement Test in Arithmetic. This test was given by the regular classroom teachers in November 1966; furthermore, the test was given only in selected grades, as follows:

New York Archdiocese Catholic schools, grades 3, 5 and 7.

Brooklyn Archdiocese Catholic schools, grades 3, 6, and 7.

Hebrew, Greek Orthodox, Lutheran, and Episcopal schools, grades, 3, 6, and 8.

The proportion of eligible children, as estimated in the original project description, in each of these three categories was, respectively, 44, 48, and 8 per cent. For an analysis of achievement data, a sample of 18 schools was selected by religious denomination from the 135 schools participating in the program as of November 1, 1966, so that it was representative of the total population of schools. Only schools where a corrective mathematics teacher had been assigned early in the fall were included. For efficiency in data collection, prefer-

ence was given to the larger schools within each denomination. Within these schools, the grades included in the achievement analysis were restricted to those for which November scores were available, as listed above; there were so few scores available for grade 8 that is was eliminated from consideration. Three of the 18 schools later had to be excluded because directions for reporting test results were not followed. The final sample for the achievement analysis thus consisted of data from the selected grades in 15 schools.

Selection of Sample of Children for Analysis of Pupil Progress

From the designated grades in the 15 nonpublic schools, a sample of pupils participating in the corrective program, to be referred to as the instruction group, was selected for more detailed study, in the following way. Two separate lists of names were used: listings by class of the November Metropolitan scores, and the corrective teachers' lists of children in corrective mathematics classes. Pupils whose names appeared on both lists, that is, pupils in corrective instruction for whom November Metropolitan Arithmetic scores were available, constituted potential members of the final sample for the instruction group. Pupils who were later dropped from the program whether because of ineligibly high scores, alleviation of their retardation, or other reasons, were also dropped from this sample. The remaining pupils who were still in corrective instruction in May 1967 were retested at that time by their corrective teacher. Table 1 summarizes

for all schools combined the number of pupils by grade in the final instruction group sample; the total number was 252.

After the designation of the instruction group sample, there remained in the same classes other children who received low scores on the November Metropolitan Arithmetic Test but who were not placed in corrective instruction despite their retarded test scores. It was decided to examine the performance of these children; they constituted the potential members of what will be referred to as the low scoring group. Any child who was placed in corrective instruction at any time during the year was eliminated from this group; the remaining children who were still in school in May were retested by the corrective teacher at the same time as the children in the instruction group sample. The final total in the low scoring group was 200 (see Table 1).

Table 1

Instruction and Low Scoring Groups: Number of Pupils By Grade, all Schools Combined

Grade	Instruction Group	Low Scoring Group
3	66	49
5	82	62
6	44	36
7	60	53
Total	252	200

Since assignment and placement of children in corrective classes was not random, but was determined by teacher judgment within the limits of the priorities established by the principals, it was not possible to obtain a matched group for comparison with the instruction group. It is clear that the low scoring group cannot be considered equated with the instruction group sample. Children in the two groups are known to be alike in just two respects: they had the same classroom teacher and had low test scores, as will be shown later. The groups may have been unalike in many ways that are not specifiable; however, one important difference is specifiable. For each child a decision was required either to place him in corrective instruction, or not to so place him. A strong possible inference to be drawn from this is that more pupils who presented overall behavior problems as seen by the classroom teacher were recommended for instruction. Since space in the corrective classes was limited, these decisions necessarily involved the setting of priorities, and test scores were obviously not the only criterion for the decisions. But it can be definitely stated that a child's presence in the instruction group sample reflects a judgment that he was more in need of special small group (corrective) help than a child in the same class who is in the low scoring group.

Since little information is available about expectancy rates for the progress of children whose arithmetic test performance is below the norm, and recognizing the nonequivalence of the two groups, results will be presented for both the instruction and the low scoring groups,

with the aim of providing information about possible achievement differences between the two groups, and information that may prove helpful in future program design.

DESCRIPTION OF INSTRUMENTS

The evaluation instruments included, in addition to the Metropolitan Achievement Test in Arithmetic, three forms used only in the selected sample of schools and with the two selected groups of pupils; these were the "Observer's Report" of school visits by specialists in mathematics education, the "Pupil Questionnaire" for securing self-ratings by the selected pupil groups, and a parallel classroom teacher's rating scale for the same pupils (see Appendix B). Two other instruments were sent, respectively, to all principals (see "Principal's Questionnaire) and to all corrective teachers (see "Corrective Teacher's Questionnaire") participating in the program. The instruments are described in more detail below.

Metropolitan Achievement Test in Arithmetic

This test consists of two subtests: arithmetic computation, and problem solving and concepts. In November 1966, Form C of the Metropolitan was administered in nonpublic schools to all children in the selected grades listed previously. This was a machine-scored, multiple choice form; results of this administration were not available until January 1967.

In May 1967 a hand-scored form (Form A) of the Metropolitan Achievement Test was readministered by the corrective teachers to pupils in the corrective program at that time. With the cooperation of the project director, the evaluation team also arranged for re-testing of the low scoring group; names of children previously selected as potential members of this group were supplied to the corrective teachers with instructions to test all those who had not been in corrective instruction during the year. All May 1967 tests were scored by the corrective mathematics teachers or by the members of the evaluation team. Both November and May test results were obtained for a total of 452 pupils in four grades in 15 schools.

Pupil Self-Rating Scale

A brief pupil questionnaire, also administered in May 1967 by the corrective teacher provided some information about the child's self-image, arithmetic accomplishments, and attitudes toward school in general and toward mathematics in particular (see Appendix B); in addition to indicating likes and dislikes, pupils were asked to rate changes in themselves from "the beginning of the year to today." The scale was completed by 210 children in the instruction group and 161 children in the low scoring group, a total of 371 pupils.

Classroom Teacher Questionnaire for Selected Pupils

The regular classroom teachers of the two selected groups of

pupils were asked to provide information about and rate these children (see Appendix B). The classroom teachers evaluated the pupils in relation to school and to arithmetic, and rated the amount of improvement they showed in 16 behavioral areas. Some of the items in the teacher's questionnaire correspond directly to items in the pupil self-rating scale. Classroom teachers completed these questionnaires for 177 instruction group pupils and 159 low scoring pupils, a total of 336 pupils.

Pupil Attendance

On her questionnaire the classroom teacher was also asked to indicate, for each child, the number of absences in October 1966 and April 1967. It was hypothesized that any changes between these two periods, one near the beginning and the other near the end of the school year, might be related to the effects of the corrective program. In many instances teachers made no entry; since it was not clear whether no entry meant no absence, these cases were eliminated from the attendance analysis. The total number of children for whom both October and April data were available was 285.

Principal's Questionnaire

A survey questionnaire (see Appendix B) was mailed in April to the principals of all 154 schools participating in the project as of January 1967. Responses were obtained from 126, or 82 per cent of

them. This questionnaire was designed to elicit information on selection policies, continuity of corrective services, interactions between corrective teachers and school faculty and administration, as well as reactions to and suggestions for future modification of the corrective mathematics program.

Questionnaire for Corrective Mathematics Teachers

A questionnaire was mailed to all 77 corrective mathematics teachers, and was returned by 65, or 84 per cent of them. The five sections of the questionnaire (see Appendix B) included: (1) identifying information - sex, age, license held, prior teaching experience, and educational background; (2) teaching practices - ways of measuring the child's growth and progress, teaching techniques, etc.; (3) conditions in the schools - description of working area, storage space, scheduling of small groups, and communications with the classroom teachers; (4) supervisory assistance; supplies, materials, and equipment; adequacy of preparation for remedial teaching; and (5) recommendations and commendations.

Observations of Corrective Mathematics Classes

Three specialists in the teaching of mathematics visited 16 of the selected sample schools during March and April and observed corrective sessions at all grade levels. They used a standardized instrument (see Appendix B) to record their observations, including an evaluation of the physical environment, the degree of pupil inter-

est and involvement, general teaching performance, and the adequacy and appropriateness of the lesson and of the materials.

At these visits the observers talked to pupils in the corrective classes, and held separate conferences with the principal and with the corrective mathematics teacher. In general these conferences expanded the information and reactions obtained by questionnaires.

FINDINGS

The findings will be presented in three subsections. The first section will deal with information about the implementation of the program, including selection of pupil participants, size of corrective classes, length of sessions, materials and equipment, and data about the teacher participants. The second section will concentrate on the effects of the program on pupils' achievement in arithmetic, their self-image, and school attendance. The third section will summarize reactions to the program by principals, corrective teachers, and pupils.

THE IMPLEMENTATION OF THE CORRECTIVE MATHEMATICS PROGRAM

As previously indicated, the program started in September with a total of 66 teachers; by the end of the first year 77 teachers were involved in corrective classes in mathematics.

In examining the background and experience of the corrective teachers, what was immediately obvious was the lack of prior teaching

experience: of the 65 teachers who returned questionnaires, 44 (68 per cent) had never taught before, although half indicated some part time nonteaching experience with disadvantaged children.

Sixty per cent, or 39 of the respondents had never taken a methods course in the teaching of mathematics. A total of six teachers in the 15 sample schools could be designated as having a mathematics background. These included one college mathematics major and five others who had mathematics, accounting, or statistics minors, or enough college credits in mathematics to consider it a minor.

Interestingly enough, however, teacher background in mathematics, as indicated by the number of college credits, does not appear to be an indicator of success in teaching corrective mathematics. In the section of the report on achievement tests, the results of an analysis of pupil performance in relation to teacher background will be presented in detail.

School Assignment, Working Space, and Supervision

The data indicate that most corrective teachers were assigned to two schools, visiting one twice a week and the other three times a week. A few teachers worked in three different schools. In those instances where a school was eligible for more than three days of service per week, a second teacher was assigned; there were only two schools in which two different teachers were assigned.

In response to the questionnaire, all but six of the 65 cor-

rective teachers felt welcome and comfortable in the schools to which they were assigned and indicated that they would like to return to the same schools. There were a few exceptions: three teachers were not planning to return next year; 13 others requested a change in at least one of their schools, three of these because of the distance from home to school.

In most schools conditions were crowded. In 45 per cent of the observed schools a special room was arranged for corrective classes. Other arrangements included the use of shared rooms, cafeterias, auditoriums,and other makeshift space. It was generally agreed that although schools were crowded, some preplanning might have alleviated some of the space problems. For example, in one school the corrective mathematics teacher, the corrective reading teacher, and the speech teacher were all scheduled to be present on the same day.

The original plan called for five field supervisors; the program actually operated with only three part time field supervisors in addition to the project director. As a result, supervision was somewhat inadequate in view of the limited experience of these teachers; 16 per cent of them received only one supervisory visit; 37 per cent were seen twice, and 28 per cent three times during the year. A few who evidenced difficulty were seen more often; one teacher was visited six times.

Length of Sessions and Size of Corrective Classes

The director of the program allowed for some flexibility in

arranging size of classes and length of sessions. Based on interview, observation, and questionnaire responses, it was found that in some schools both the principals and the corrective teachers desired smaller groups for shorter sessions; this was especially so for the younger children. It was felt that young children might benefit more from a half-hour session in groups of five, and in some schools schedules were rearranged in this way.

Materials and In-Service Orientation

Special instructional equipment and supplies and kits of materials for children's use, an integral part of the program, did not arrive in the schools until January, and in some instances February 1967.

In the interim, the Board of Education furnished temporary materials (primarily mimeographed drill exercises); after examining these materials the observation team concluded that unless the corrective teacher had an understanding of, and previous training in, arithmetic concepts and methods of teaching, these materials were not of much value. Teachers indicated a need for structured directions for teaching; only one teacher felt that she had been well provided with adequate curricular materials.

Once the special materials arrived they were found useful by the teachers and valuable by the principals. The main concern was that there were not enough workbooks for each child's individual use.

In addition, there was some concern that the kits were inappropriate for the upper elementary grade children. The corrective mathematics teachers were given instruction in the use of the materials. When the observers went to the schools in the spring, they saw the materials being used in every class they visisted. However, they noted that although some teachers used the materials in creative and resourceful ways, others did not always make the best use of the materials provided.

The Board of Education provided lectures and seminars for the orientation and instruction of the corrective mathematics teachers. The sessions included demonstration of the use of materials and instruction in how to teach. The teachers commended the demonstration lessons given by the program director and the training in use of equipment and visual aids; two lessons in particular were mentioned frequently as providing the kinds of information the teachers indicated they needed. These were lessons on the teaching of division and on the teaching of place value. Sessions devoted to general lectures on mathematics were rated less relevant to their needs.

The responses of the corrective teachers indicated that they desired more specific instruction in how to teach key concepts and topics; 92 per cent of them expressed a need for help in how to teach mathematics; only five teachers felt they needed no help.

Procedures Used in Selection of Pupil Participants

The recommendation and placement procedures that were developed raise the question of whether, in addition to being below grade level in arithmetic, the instruction group children were experiencing other difficulties as well. While there is no evidence about the number or extent of emotional or physical problems, the fact that they (and not other low scorers) were selected for the corrective mathematics program, or given priority, is suggestive.

Table 2 summarizes the classroom teacher's response to the question, "Does this pupil need special help to learn?" More than three-fourths of the children in instruction were rated by their classroom teacher as needing special help, whereas 56 per cent of the low scorers received this rating. Because of the ambiguity in the question, the criteria used by the teachers in making these judgments can only be inferred. This evidence suggests only that classroom teachers were more likely to view the instruction group children as needing more help than could be obtained in the regular classroom.

Table 2

CLASSROOM TEACHERS' JUDGMENTS ABOUT CHILDREN'S NEED FOR SPECIAL HELP

Response to Question	Instruction Group		Low Scoring Group	
	N	Per Cent	N	Per Cent
"Yes"	137	77.4	84	56.4
"No"	40	22.6	65	43.6
Total Responses	177	100.0	149	100.0

The instruction group did not contain a larger percentage of pupils attending other remedial or after school programs than did the low scorers not in instruction; 22 per cent of the total group was also in corrective reading and another five per cent were attending after school centers. A few children in mathematics instruction were receiving counseling services as well.

EFFECTS OF THE CORRECTIVE MATHEMATICS PROGRAM ON PUPIL ACHIEVEMENT

The Metropolitan Achievement Test results for the instruction group, tested in November 1966, and again six months later in May 1967, are presented for the two subtests in Tables 3 and 4. Table 3 shows the mean grade equivalent scores by grade for the Arithmetic Computation subtest and Table 4 shows the results for the Problem Solving and Concepts subtest. Tables 5 and 6 show the results for the low scoring group on the two subtests. Included in these tables is a change score, which indicates the progress made in the six months between test administrations, and a deviation score, which is the discrepancy between

Table 3

PERFORMANCE OF INSTRUCTION GROUP ON ARITHMETIC COMPUTATION SUBTEST: MEAN GRADE EQUIVALENT SCORES, NOVEMBER 1966 AND MAY 1967

Grade	N	November 1966		May 1967		Mean Change 11/66-5/67
		Mean Score	Deviation from Norm	Mean Score	Deviation from Norm	
3	66	2.6	- .6	3.2	- .6	+ .6
5	82	4.5	- .7	4.7	-1.1	+ .2
6	44	5.5	- .7	5.6	-1.2	+ .1
7	60	5.7	-1.5	5.7	-2.1	0

actual performance and grade level expectancy. The anticipated normal amount of growth in arithmetic is one month for each of the ten school months; for example, average third graders tested in November are expected to obtain a grade equivalent of 3.2 on each subtest; by May, their score is expected to be six months higher, or 3.8.

Children in corrective instruction in grades 3, 5,and 6 showed improvement in computational skills between November and May. Children in the seventh grade showed no improvement. As can be seen in Table 3, the greatest change occurred in the third grade; these children gained six months in computational skills during the six month interval between test administrations. In the fifth and sixth grades, the instruction group children showed only a slight gain; and for the seventh grade pupils in instruction the mean grade equivalent score was the same in May as it had been in November.

With the exception of the third graders, all other grades were further below normal grade level on the computation subtest in May than they had been in November. Because the seventh graders evidenced no growth on this subtest, they were furthest behind expectancy; in November the seventh grade children were achieving 15 months below grade level and by May they were 21 months retarded in arithmetic computation.

Table 4 summarizes the results for the instruction group on the problem solving and concepts subtest. Children in grades 3 and 5 receiving corrective instruction gained six and five months, respectively, between November and May. Fifth and seventh graders performed more

Table 4

PERFORMANCE OF INSTRUCTION GROUP ON PROBLEM SOLVING AND CONCEPTS SUBTEST: MEAN GRADE EQUIVALENT SCORES, NOVEMBER 1966 AND MAY 1967

Grade	N	November 1966 Mean Score	November 1966 Deviation from Norm	May 1967[a] Mean Score	May 1967[a] Deviation from Norm	Mean Change 11/66-5/67
3	66-65[a]	2.6	- .6	3.2	- .6	+ .6
5	82	4.4	- .8	4.2	-1.6	- .2
6	43-41[a]	4.8	-1.4	5.3	-1.5	+ .5
7	60	5.8	-1.4	5.5	-2.3	- .3

[a] May frequencies lower than November grade totals.

poorly on this subtest in May than they had in November. Although the third graders again exhibited the greatest absolute growth, they remained six months below normal expected grade placement.

It is interesting to note the consistency of the relationship between grade and deviation from expectancy; on both subtests, as grade level increased there was an increased deviation between expectancy and actual performance. Except for third graders, who achieved the normally expected six months' progress, all other grades showed an increase in retardation from November to May. This finding suggests that the type of corrective instruction provided by the program may be most efficacious at the third grade level.

Table 5 presents the mean grade equivalent scores on the November and May administrations of the computation subtest for children

Table 5

PERFORMANCE OF LOW SCORING GROUP ON ARITHMETIC COMPUTATION SUBTEST: MEAN GRADE EQUIVALENT SCORES, NOVEMBER 1966 AND MAY 1967

Grade	N	November 1966		May 1967		Mean Change
		Mean Score	Deviation from Norm	Mean Score	Deviation from Norm	11/66-5/67
3	49	2.3	- .9	3.2	- .6	+ .9
5	62	4.3	- .9	4.7	-1.1	+ .4
6	36	5.2	-1.0	5.5	-1.3	+ .3
7	53	5.9	-1.3	6.5	-1.3	+ .6

in the low scoring group. With the exception of the seventh grade, the low scoring children performed more poorly on the initial administration of the test than the instruction group. By May 1967, grades 3 and 5 gained nine and four months, respectively, and were achieving at the same mean level as the instruction group. In relation to normal expectancy, only the third graders were less retarded in May than they had been in November. The low scoring sixth graders, who gained three months during the six month interval, were in fact one month more retarded in May than the sixth grade instruction group. The seventh grade low scoring group was achieving eight months in advance of the seventh grade instruction group, but remained 13 months below normal expectancy.

The mean scores for the low scoring group on the problem solving and concepts subtest are summarized in Table 6. In initial problem solving and concepts ability, the low scoring children in

PERFORMANCE OF LOW SCORING GROUP ON PROBLEM SOLVING AND CONCEPTS SUBTEST: MEAN GRADE EQUIVALENT SCORES, NOVEMBER 1966 AND MAY 1967

Grade	N	November 1966 Mean Score	November 1966 Deviation from Norm	May 1967 Mean Score	May 1967 Deviation from Norm	Mean Change 11/66-5/67
3	49	2.6	- .6	3.1	- .7	+ .5
5	62	4.2	-1.0	4.4	-1.4	+ .2
6	36	4.7	-1.5	5.4	-1.4	+ .7
7	53	6.0	-1.2	6.5	-1.3	+ .5

grades 3, 5, and 6 scored as poorly as or more poorly than the children in corrective instruction. Only the seventh grade group was less retarded initially than the instruction sample. However, during the interval between testings the low scoring children not receiving instruction tended to make greater absolute gains than did the children in instruction group, and tended to be less retarded by May than the instruction group. It is important to note, however, that the low scoring children in all grades except grade six exhibited an increase in retardation. That is, despite their gains on the problem solving and concepts subtest, these pupils were achieving further below grade level in May than they had been in November.

In summary, children in the low scoring group generally demonstrated greater improvement in arithmetic computation and problem solving, as measured by the Metropolitan Achievement Test, than the children in corrective instruction, although neither group was achieving

at a normal level at either testing. Among the children in the instruction group, on both subtests third graders tended to make greater gains than did the children in the higher grades. In addition, the third grade was the only one of the grades that maintained its relative standing with respect to normal expectancy; grades 5, 6, and 7 exhibited increased retardation from November to May. It is interesting to note that in general the pupils who were not receiving instruction also tended to exhibit an increase in retardation; with few exceptions they too were relatively more retarded in May than they had been in November.

Corrective Teacher's Mathematics Background and Pupil Progress

This section will explore the relationship between a corrective teacher's background in mathematics and her pupils' school achievement as measured by pupils' scores on the Metropolitan test. Of the corrective mathematics teachers in the 15 sample schools, six were designated as having a background in mathematics; as previously described, these six teachers had majored or minored in mathematics while in college. The other nine corrective teachers in the sample schools had from 0 to 12 college credits in mathematics.

The data for both subtests appear in Appendix A, Table 1. Because of the small number of cases per teacher, grades were combined to compute these means. Teachers are listed in order of success of their instruction group students on the computation subtest as measured

by their pupils' change from November to May. Teachers mathematics backgrounds are given as well as the grades in the sample taught by each. The mean growth or decline from November to May for both the computation and problem solving subtests is shown in the table.

It was found that students whose corrective teachers studied little or no mathematics in college showed significantly better results on the computation subtest than students who were helped by the six teachers with good mathematics background. The mean growth from November to May for instruction group students having teachers with no or little college mathematics was four months, while the mean change for students taught by teachers with 14 or more college credits in mathematics was zero. The teacher whose students showed the most improvement in computation, a seven month gain, had had less than 14 mathematics credits (see Appendix A, Table 1). The teacher whose students did most poorly - a loss of 13 months, had had a mathematics minor; however, it must be noted that this result was confined to seventh graders.

There was much variation in mean growth on the problem solving and concepts subtest among schools. The mean change was as high as a gain of 13 months for one teacher and as low as a loss of seven months for another. There was no significant difference between mean changes on the problem solving subtest of those students taught by teachers who had good college mathematics backgrounds and teachers who

did not have such backgrounds.

The table shows that of the six teachers whose students ranked highest on the computation subtest the students of four also displayed the best mean growth on the problem solving subtest. Five or six teachers in these schools had little or no college mathematics backgrounds. Four of the six teachers whose students showed the least gains on the computation as well as on the problem solving subtest had mathematics backgrounds.

The above findings suggest that: (1) when a teachers' pupils showed growth in the computation subtest, they also showed corresponding growth in problem solving; (2) a teacher's background in mathematics as measured by the extent of her college training in the subject is not an indicator of success in teaching corrective mathematics. It can be generalized that teachers who were relatively successful in teaching computation skills were also relatively successful in teaching problem solving skills; and that knowing higher mathematics from studying it at the college level may adversely affect teaching in the corrective program. The latter generalization is, however, tempered by consideration of the grade levels of any one teacher's students available for this analysis; students of the teachers with a good mathematics background included very few third graders, who overall made the greatest progress.

Attendance

Children in instruction had fewer absences at the end of the

school year than at the beginning. The number of days absent in October and April was requested from the classroom teacher for each child in the instruction and the low scoring groups. Difference scores were obtained by subtracting the April absences for the October absences.

Table 2, Appendix A, summarizes the mean differences by grade for the instruction and the low scoring groups; a positive mean indicates improved attendance. Pupils in the instruction group showed significantly greater improvement in attendance than the low scoring group. The actual change however, was slightly less than one day improved attendance. Every grade, 3, 5, 6, and 7, showed positive changes; the sixth grade had the least improvement in attendance. With the exception of the low scorers in grade 7, there was no improvement in classroom attendance for the low scoring pupils; in fact, the average number of days absent for third, fifth, and sixth graders was higher in April than in October.

Attendance data should be interpreted cautiously, for the figures reflect pupil illness, bad weather, etc., as well as pupil satisfaction, achievement, and interest.

Pupil Attitudes

Although the reputed relationship between attitude and achievement rests primarily on anecdotal evidence, consideration was given to pupil attitudes both in the objectives and in the evaluation of

the corrective mathematics program.

Data obtained from the pupils' questionnaires indicated a positive attitude toward school and mathematics: 55 per cent of the instruction group rated school "the greatest," and only 13 per cent thought that school was "not so good." The two corresponding figures for the low scoring group were 47 per cent and 21 per cent. The difference between the groups was most pronounced at the third and seventh grade levels; fewer seventh and more third graders in the instruction group rated school better than did the seventh and third graders in the low scoring group.

In exploring pupil attitudes toward mathematics in general, the same pattern obtained; more children in the instruction group liked mathematics "a whole lot." Three-fourths of the third grade group in instruction responded this way, whereas only 48 per cent of the low scoring third graders liked mathematics "a whole lot."

Pupil self-ratings of improvement in attitude and teachers' ratings of the same pupils were compared. The results are summarized in Table 7 on the following page. The table contains the mean score, by grade, of six items from the pupil questionnaire which clustered together on a factor analysis, and 12 items of the classroom teacher's questionnaire.[1] A smaller numerical value represents a more positive rating.

---

[1]The six pupil items were: "volunteering to do arithmetic examples; understanding the teacher when she teaches arithmetic; getting correct answers; not giving up when arithmetic gets too hard; liking arithmetic; getting homework done." The teacher's score is based on the same six items plus "doing dividing, subtracting, adding, multiplying; marks on tests; and pupil pays attention."

Table 7

MEAN SCORE, BY GRADE, OF PUPILS' SELF-RATED IMPROVEMENT (MEAN OF SIX ITEMS) AND TEACHERS' RATINGS OF PUPIL IMPROVEMENT (MEAN OF 12 ITEMS)[a]

Grade	Instruction Group		Low Scoring Group	
	Self-Rating	Teacher Rating	Self-Rating	Teacher Rating
3	1.6	2.5	1.7	2.4
5	2.1	2.6	2.4	2.4
6	2.1	2.5	2.2	2.0
7	2.6	2.5	2.5	2.6

[a]The smaller the numerical value, the more positive the rating.

Pupils in the instruction group tended to rate themselves as somewhat more improved than the group of low scorers, although their teachers rated their improvement less highly. Third graders rated themselves as more improved (between 1, greatly improved, and 2, improved) than did pupils in the higher grades.

A study of attitudes was made for those children who showed the least progress in arithmetic achievement. Five children in instruction from each of the four grades, and five low scorers in each of the four grades were selected on the basis of least progress on the Metropolitan computation subtest. Self-ratings and teachers' ratings of pupil attitude were analyzed. Teachers rated more instruction group children than low scorers as having a positive attitude toward arithmetic; the pupils in instruction also tended to rate themselves more positively than did the low scoring group. The pupils in the in-

struction group rated themselves as having confidence in their ability to compute (multiply and volunteering to do arithmetic examples), even though they did not improve in achievement as measured by the Metropolitan.

These findings suggest a hypothesis for further study: changes in achievement will not be demonstratable, i.e., will appear only after, changes in attitudes are firmly established.

REACTIONS OF THE PERSONNEL INVOLVED IN THE PROGRAM

Corrective Mathematic Teachers

The corrective mathematics teachers generally were satisfied with the program. As already noted, they were satisfied with their school assignments and felt welcome by the school faculty. These teachers indicated that for the most part they would be willing to work in the same schools next year. They also felt that they learned a great deal themselves and that they were successful in establishing rapport with the children with whom they worked.

The corrective teachers indicated certain weaknesses. The lack of supervision and training in teaching techniques was a major concern of the majority of the respondents. In addition, the scheduling, crowded conditions, and lack of work and storage space were all mentioned. They tended, however, to be enthusiastic about the program, commended the program director, and felt they were providing the chil-

dren with needed attention and help.

Principals

Eighty-two per cent of the 154 principals responded to the questionnaire. Principals expressed overall satisfaction with the program, and except for one principal, all were eager to have the program continue; 11 principals asked for expansion of services to enable more children to participate.

There were some criticisms about the quality of instruction and fewer criticisms about the corrective teachers. The principals were concerned with the inexperience of the teachers and the lack of supervision. Twenty principals were concerned that children had to leave their regular classrooms to spend time with an inexperienced and sometimes ineffectual corrective teacher. Three principals requested a different teacher in the future, while several wanted the same teacher to continue. However, it should be noted that 97 per cent of the principals rated the teachers as very reliable in attendance, and 92 per cent said that the interaction between the school faculty and the corrective teacher was good; 45 per cent of the principals mentioned the teacher's cooperativeness.

Eighty-five per cent of the principals visited the corrective classes at least once; due to a lack of communication between the administrators of the program and the schools, 15 per cent of the principals thought they "were not supposed to visit the classes." The

comments of the 106 principals who did make visits ranged from praise (123 responses) to dissatisfaction (21 responses). Only 42 per cent of the principals "liked what they saw" and another 10 per cent commented on the good discipline and control. A sample of their comments follows: 'Teacher always busy with the children, held their interest, and children enthusiastic about their work; teacher was working with the children, there was order but no strain; there was an attitude of respect and rapport.

On the other hand, the 21 unfavorable responses included: No control of situation; lifeless presentation; very little being done; children's work left around, no record keeping - seldom corrected and returned; planning time spent reading newspapers; poor coordination between regular curriculum and work done in the corrective classes.

Principals were asked to report how the parents and faculty responded to the program. These data appear in Table 3, Appendix A. Ninety-three per cent of the principals reported that the classroom teachers were in favor of the program. The nature of the teachers' commendations was related to improved pupil performance in mathematics in the classroom. The principals reported that 80 per cent of the parents were in favor of the program, mentioning their children's improvement in mathematics.

More than 95 per cent of the principals favored the program, and 71 principals felt certain that the children benefitted from the

instruction in small groups. Twelve principals were concerned with the curriculum for upper grade students which "spent too much time drilling fundamentals and didn't help the children with the topics being covered in their regular classrooms." Two principals wanted to take greater responsibilty for the program, and four others wanted "more flexibility' in selection and placement. Eleven principals asked for smaller groups for shorter time periods, and 16 principals noted the fine equipment made available.

In summary, the principals were generally satisfied with the program as a whole but had reservations about the quality of the teaching.

Observers

The specialists in mathematics education who observed a sample of corrective classes substantiated the information obtained by teacher and principal questionnaire and interview. Although physical conditions and facilities varied, approximately half the 16 schools visited provided a special room and storage space for corrective classes, while in other schools teachers worked in less adequate makeshift space.

The teachers were rated differently in their enthusiasm for and ability to teach corrective mathematics; the observers noted that about three-fourths of them worked hard, and several used techniques which were highly commended. Other teachers were less enthusiastic and the observers indicated that this was reflected in their teaching.

Principals, pupils, and corrective teachers were interviewed by the evaluation team of mathematics specialists. The younger pupils in particular felt they were learning arithmetic, but the seventh and eighth graders were concerned with the loss of time from regular classes and the discrepancy between the corrective class curriculum and what was being taught in their classrooms. Obviously, third grade children, whether they are in corrective or regular classes, will be learning the basic computational aspects of arithmetic. For seventh and eighth graders however, this is not the case; those in corrective classes still need help with fundamentals and must also learn more advanced concepts in their regular class.

The principals' satisfaction with the total program was related to the amount of satisfaction they had with the specific teacher assigned. In those cases where the corrective teacher was not highly rated by the principal, the principals' reaction to the overall program was not satisfactory.

Corrective teachers who were interviewed during the observational visits all said they were in favor of the corrective mathematics program and expressed the belief that they were providing the pupils with the attention and help they needed, although several did mention problems. The difficulties they encountered included their own inexperience, the lack of supervision, and discipline and language problems in relation to the children.

SUMMARY AND RECOMMENDATIONS

The Corrective Mathematics program was introduced in 135 non-public regular day schools in September 1966 with a staff of 66 corrective teachers and three part time supervisors and a project director. Despite the difficulties of recruiting staff and providing adequate instructional space, supervision, and materials and supplies, it was estimated that by June the program was operative in 154 schools and that 8,625 pupils were served during the first year.

Size of classes and length of sessions were adapted to meet the needs of the pupils. Temporary remedial materials, although judged inappropriate, were provided to fill the gap between the start of the program and the arrival of special corrective materials. Teachers were enthusiastic about these special supplies but did not always use them to best advantage. Some attempt was made at in-service orientation, but more frequent and more specific direction appeared necessary. The teachers were for the most part inexperienced and had little formal training in mathematics or methods courses.

The pupils selected to participate were chosen primarily on the basis of teacher recommendation. The third-, fifth-, and sixth-grade samples of children in corrective instruction averaged about 6 or 7 months retarded in arithmetic as measured by the Metropolitan Achievement Test in arithmetic.

The seventh-grade group was initially 15 months below grade

expectancy. By the end of the program year, on the May administration of the computation subtest of the MAT, all grade groups with the exception of grade three were more retarded, that is, further behind grade expectancy, than they had been in November. Because of the assumption of normal progress inherent in the concept of grade expectancy, data were collected for another group of low scorers in mathematics; these children were from the same regular classrooms but were not recommended for corrective instruction. Results were comparable for this group; only the third graders were not more retarded in May than they had been in November.

Children in corrective instruction in all grades improved somewhat in classroom attendance and in attitudes toward school and toward arithmetic.

In general the program was considered satisfactory by the principals and corrective teachers although teacher inexperience and the quality of instruction were often mentioned as difficulties.

Recommendations

It is recommended that children be referred for this program when their primary deficiency is in mathematics. When pupils can be characterized as being generally slow learners, or as having emotional difficulties, they belong in a program specifically designed to meet those needs.

For each participating child the classroom teacher should provide a profile specifying difficulties in mathematics, both for diagnostic and research purposes. The standardized achievement test should be investigated as to appropriateness both as a selection and as a diagnostic instrument. The timing of the test administration and the scoring should be spaced so as to allow its use for diagnostic purposes. Perhaps a hand-scored rather than a machine-scored multiple choice form of the test could be substituted so that the processes pupils use in arriving at their answers may be studied.

If an evaluation is to provide information about the effectiveness of a program in relation to pupil achievement, some comparative information is indispensable. Whenever there are not enough personnel to serve all eligible children, some consideration should be given to a random assignment of eligible pupils to a corrective and a control group. The selection procedures and the priorities for placement in the program described in this report negated the possibility of obtaining data for a comparable control group.

The achievement results suggest that the program was most effective at the early grade levels; if there are not enough personnel to serve all eligible children, corrective instruction should be concentrated in the early grades. A followup study is indicated to determine whether these children can maintain the progress they exhibited.

A greater emphasis should be placed on adapting the corrective curriculum for the pupils in the upper grades so as to decrease the

disparity between what is being taught in their regular classes and what is being taught in the corrective classes.

Changes in pupil attitudes occurred during this school year, but great changes in academic performance in arithmetic were not immediately apparent. It is recommended that a followup study be undertaken to determine if, after better pupil attitudes are firmly established, these will result in improved achievement in mathematics.

It is recommended that greater effort be directed to the mechanics of implementation of the program. Specifically, more attention should be paid to preplanning and scheduling of corrective classes to permit better utilization of the limited space in the nonpublic schools. In addition, some effort should be made to assure prompt delivery of supplies and equipment. It is also suggested that there be greater flexibility in arranging the size of classes and the length of sessions in order to meet the different needs of the pupils.

Although the results suggest that college training in mathematics is not an indicator of success in teaching corrective arithmetic, training in the methods of teaching the fundamental concepts of arithmetic to children is indicated. If it is not possible to recruit teachers with this type of background, then the in-service training should stress methods and techniques of teaching.

All personnel in the program saw the need for more regular and more frequent supervision of the corrective mathematics teachers.

This would necessitate the assignment of more field supervisors as well as a continuous training program that should be maintained throughout the year. The training program should include:

a. methods of grouping and working with groups,

b. lesson planning and sequential development of topics,

c. use of visual aids and programmed materials,

d. knowledge of content by grade level.

These methodological and content objectives can be met through increased demonstration lessons by the program director and supervisors; exchange of successful ideas; opportunity to work with specific and appropriate materials; and instruction in providing corrective help while allowing progress in regular grade content.

APPENDIX A

TABLE 1

MEAN CHANGE SCORES ARRANGED IN ORDER OF GREATEST TO LOWEST ACHIEVEMENT PER TEACHER ON COMPUTATION SUBTEST (Grades Taught by Teacher and Teacher Background in Mathematics Also Shown)

School and Teacher[a]	Teacher Background	Grades	N	Change from Nov. - May: Computation Mean	Change from Nov. - May: Problem Solving Mean
A	No Math	3,6,7	32	+ .7	+ .4
B	No Math	5	10	+ .7	- .1
C	No Math	3,5,6	22	+ .5	+ .2
D	No Math	3,5	20	+ .4	- .3
E	Math	3,6	21	+ .4	+1.3
F	No Math	3,5	22	+ .3	+ .3
G	Math	7	8	+ .3	- .5
H	No Math	3,7	21	+ .2	+ .1
I	Math Major	5	23	+ .2	+ .1
J	Math Minor	5,6,7	27	+ .1	0
K	No Math	6	11	- .2	+ .2
L	Math Minor	5	19	- .3	- .7
M	No Math	7	6	- .5	- .5
N	Math Minor	7	7	-1.3	- .5

[a] One school was dropped from this analysis because results were available for only three children.

TABLE 2

MEAN DIFFERENCE IN DAYS ABSENT (OCTOBER MINUS APRIL) FOR INSTRUCTION AND LOW SCORING GROUPS BY GRADESa

	Instruction Group			Low Scoring Group		
Grade	N[b]	Mean Difference	S.D.	N[b]	Mean Difference	S.D.
3	43	+0.6	1.5	35	-0.1	1.7
5	56	+0.6	2.3	46	-0.1	2.5
6	11	+0.1	1.4	6	-1.0	1.6
7	45	+0.6	2.4	43	+0.5	1.4

a. A positive mean value indicates an improvement in attendance.

b. The number of cases represented in this table is much smaller than for the other data analyses because of the large number of missing attendance figures as supplied by classroom teachers.

TABLE 3

PRINCIPALS' REPORTS OF REACTIONS OF SELF, PARENTS, AND FACULTY TO THE CORRECTIVE MATHEMATICS PROGRAM

	Parents		Faculty		Principal	
	N	Per Cent	N	Per Cent	N	Per Cent
Enthusiastic	24	19	37	30	58	46
In Favor	75	61	80	63	62	50
Indifferent	13	11	3	2	3	2
Not in Favor	3	2	6	5	3	2
Do Not Know	10	8	0	0	0	0
TOTALS	125	100%	126	100%	126	100%

Appendix B - INSTRUMENTS

CORRECTIVE MATHEMATICS SERVICES FOR DISADVANTAGED PUPILS IN NON-PUBLIC REGULAR DAY SCHOOLS

List of Instruments

Observer's Report	B1
Principal's Questionnaire	B6
Teacher's Questionnaire	B8
Pupil Questionnaire	B14
Teacher Questionnaire for Selected Pupils	B16

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Title I Evaluations

CORRECTIVE MATHEMATICS SERVICES PROJECT FOR DISADVANTAGED
PUPILS IN NON-PUBLIC REGULAR DAY SCHOOLS

OBSERVER'S REPORT

School_____Address_____Phone_____

Corrective Teacher_____Principal_____

Date and Time of Visit_____Observer_____

I. CONFERENCE WITH PRINCIPAL

1. Did you have a chance to visit the corrective classes?

2. How did your faculty receive the program?

3. How did your faculty receive the corrective teacher?

4. How did your faculty accept the pupil movement?

5. Were the parents informed of the program?
(How did they respond to the extra help?)
If yes, how?

6. What do you see that is good in the program?

7. What changes would you like to see?

duration of class session	makeup of classes
number of visits	supervision
size of classes	teachers
materials used	

8. If the program continues, would you like your school to participate?
Why? Why not?

Note: On original questionnaires, questions calling for extended comments allowed considerably more space than is shown here.

II. CONFERENCE WITH PUPILS

1. When did you start coming to this class? When the teacher first came?

2. Why were you chosen to come?

3. Do you like this class? Why?

4. What did you learn in arithmetic in class this week?

5. Does the arithmetic you learn here help you do arithmetic in class? How?

   5a. If the class uses a notebook, ask to see child's notebook. Note work done at the beginning and now.

6. Does this teacher help you to do better in arithmetic? How?

7. Have you used any beads, blocks, cutout forms? If yes, do you like to use them? Why?

8. Do you like arithmetic better now since you have been coming to this class? Why?

9. Do you like school better now that you have been coming to this class? Why?

10. Do your parents know about this class? If yes, who told them? How do they feel about this special class?

11. Would you like to have a class like this next year?

III. CONFERENCE WITH CORRECTIVE TEACHER

1. Is this room assigned for every session?

2. Do you use this same format at each lesson?

3. How else do you give lessons to this class? Other grouping? Other methodology?

4. Do the children generally behave this way?

5. Do you feel your pupils are doing better in mathematics since they started? How do you judge this?

6. Do you and the classroom teacher have any contact?
   conference
   meetings
   notes exchanged

7. How was the first contact made?

8. How do you feel about the program (and its success)?

9. What changes would you like to see?

number of visits	duration of class session
size of classes	makeup of classes
materials used	supervision

10. Did you feel welcome and at ease at this school?

11. If this program continues would you like to be part of it next year? At this school? Another school?

IV. OBSERVATION OF THE LESSON

1. ROOM

_____classroom

_____ conference room

_____ other

Number of children_____

General appearance of work area

Physical facilities for the students

_____chairs with arms

_____chairs

_____desks

_____blackboard

Is this room used regularly?

2. PUPILS

behavior

interest

language barriers

attention

participation

materials used: workbook_____notebook____rexographed sheets_____

paper_____

Did pupils get restless toward end of session? Length of session?

3. TEACHER

_____poise

_____voice

_____vocabulary

_____rapport with pupils

4. LESSON

topic

presentation (planning, aim)

development of concepts (understanding and/or rule)

materials

class, subgroup, or individual work

records kept

V. GENERAL SUMMARY OF VISIT

Principal's attitude

Corrective teacher's attitude

Pupils' attitude

Pupils' behavior

Conditions of work

The class lesson

Center for Urban Education
33 West 42nd Street
N.Y., N.Y. 10036

Corrective Mathematics Services Project for Disadvantaged Pupils in Non-Public Regular Day Schools

Title I Evaluation

Evaluation Chairman: Dr. Anne S. Grossman

Principal's Questionnaire

School _____

Address _____

Corrective Teacher _____ Principal _____

Date _____

1. When did the corrective mathematics program start at your school? _____
   _____

2. Was the corrective teacher of mathematics changed at your school this year?
   _____Yes
   _____No

3. How were the children selected for the corrective mathematics classes?
   _____a. By standardized test scores. Which test? _____
   _____b. By teacher recommendation.
   _____c. By another method. Please specify: _____

4. Which of the following considerations for selection were given top priority? Check at least one.
   _____a. Grade in school
   _____b. Sex
   _____c. Age
   _____d. Number of years retarded in mathematics
   _____e. Language difficulty
   _____f. Other. Please mention: _____

5. How many times have you visited the corrective mathematics teacher? _____.
   Were you pleased with what you saw? _____
   Why? _____
   _____

6. Regarding the corrective mathematics program:
   a. On how many days were the corrective classes cancelled because of teacher absence?_____
   b. Have you found the teacher(s) reliable?_____
   c. Generally speaking, how did the corrective teacher(s) work with the regular faculty members?_____
   _____
   d. Was there much interaction?_____

7. How do the parents feel about the corrective mathematics program?
   _____a. Enthusiastically in favor
   _____b. In favor
   _____c. Indifferent
   _____d. Not in favor
   _____e. Do not know

8. How does your faculty feel about the corrective mathematics program?
   _____a. Enthusiastically in favor
   _____b. In favor
   _____c. Indifferent
   _____d. Not in favor

9. How do you feel about the corrective mathematics program?
   _____a. Enthusiastically in favor
   _____b. In favor
   _____c. Indifferent
   _____d. Not in favor

10. Have you had any commendations of the program?_____
    a. From whom?_____
    b. What was the nature of the commendation?_____
    _____

11. Have you had any complaints about the corrective mathematics program?_____
    a. From whom?_____
    b. What was the nature of the complaint?_____
    _____

12. Would you like to have your school participate in the corrective mathematics program next year, if it is available?
    _____Yes
    _____No

13. What aspects of the corrective mathematics program do you like most?

14. What changes would you like to see in the corrective mathematics program?

Principal's Signature_____

Center for Urban Education
33 West 42nd Street
New York, N.Y. 10036

Corrective Mathematics Services Project for Disadvantaged Pupils in Non-Public Regular Day Schools

Title I Evaluation

Evaluation Chairman: Dr. Anne S. Grossman

Questionnaire for Teachers of Corrective Mathematics Services

I. Identifying Information

1. Name _____
2. Sex
   _____ Male
   _____ Female

3. In what age group are you?
   _____1. Under 25
   _____2. 25-34
   _____3. 35-44
   _____4. 45-54
   _____5. 55 or more

4. Under which New York City teaching license are you working?
   _____1. Common branches regular
   _____2. Common branches substitute
   _____3. Early childhood regular
   _____4. Early childhood substitute
   _____5. Other; specify: _____

5. How many years have you taught prior to this year? _____

6. How many credits do you have in mathematics content courses?_____

7. How many credits do you have in methods of teaching mathematics?
   _____

8. What was your college major? _____

9. What was your college minor? _____

10. How many years have you worked with disadvantaged children? _____

11. Have you ever before taught low achievers in mathematics?
    _____1. Yes
    _____2. No

12. If you have any graduate credit -- what area? _____

II. Teaching Practices (You may mark more than one alternative).

1. How do you use your preparation hour each day?

2. How are individual groups arranged?
   _____1. Children from only one grade
   _____2. Children from 2 grades
   _____3. Children from 3 different grades
   _____4. Children all from one class
   _____5. Children all from 2 different classes

3. With each group, which of the following techniques do you use?
   _____1. Teach the whole group
   _____2. Teach small groups while other children wait their turn.
   _____3. Assign work to one group while you work with another group.
   _____4. Assist individual children while others wait
   _____5. Assist individuals while others do assigned work

4. Do you use different techniques with younger children than with older ones?
   _____1. No
   _____2. Yes; specify:

5. Did you prepare any visual materials?
   _____1. Flashcards
   _____2. Bead or other counting device
   _____3. Games
   _____4. Other; specify:

6. Did you insist that each child keep a notebook?
   _____1. Yes
   _____2. No

7. Did you keep records to indicate each child's progress toward reaching grade level in mathematics?
   _____1. Yes
   _____2. No

8. What kind of tests did you use to measure such growth?
   _____1. Teacher made test
   _____2. Standardized-diagnostic
   _____3. Standardized-achievement
   _____4. Other; Specify:

III. Concerning conditions in schools (Use a separate sheet for each school)

1. Name of school _____

2. How many days each week do you work in this school? _____

3. Do you work in a regular classroom?
   _____1. Yes
   _____2. No; specify _____

4. How many class-size blackboards are there in this room? _____

5. Do you have adequate storage space in the room in which you work?
   _____1. Yes
   _____2. No

6. Who helped you schedule the groups with which you are now working?
   _____1. School administrator
   _____2. Field supervisor
   _____3. No one
   _____4. Other; specify: _____

7. What kind of communication do you have with classroom teachers?
   _____1. Conferences, regular
   _____2. Conferences, occasional
   _____3. Notes
   _____4. Other; specify: _____

8. Who made the first contact?
   _____1. Classroom teacher
   _____2. You

9. How many children in this school reached grade level and therefore dropped out of the corrective program? _____

10. Have any teachers complained about the children having to leave class to attend sessions with you?
    _____1. Yes
    _____2. No

11. Do you feel welcome in this school?
    _____1. Yes
    _____2. No

IV. Assistance

1. When did you receive <u>any</u> mathematics materials from Mrs. Stovall's office?
   _____1. Sept.
   _____2. Oct.
   _____3. Nov.
   _____4. Later; specify: _____

2. Were these early materials of any help to you?
   _____1. Yes
   _____2. Somewhat
   _____3. Not at all

3. On what date did you receive
   1. Kit A: _____
   2. Kit B: _____
   3. Kit C: _____

4. Concerning all the materials you have received, to what extent did you find them useful, i.e., appropriate for remedial or corrective work?

(Check the appropriate column)	Excellent	Good	Fair	Poor
1. Texts	___	___	___	___
2. Workbooks	___	___	___	___
3. Mimeographed sheets of exercises	___	___	___	___
4. Flannel board and cutouts	___	___	___	___
5. Rulers	___	___	___	___
6. Beads	___	___	___	___
7. Programmed Material((SRA)	___	___	___	___
8. Other physical objects; specify:				
_____	___	___	___	___

5. Did you receive enough of these materials for each group?

	Yes	No	Check if you would like more.
1. Texts	___	___	___
2. Workbooks	___	___	___
3. Programmed material (SRA)	___	___	___
4. Mimeographed sheets of exercises	___	___	___
5. Rulers	___	___	___
6. Cutouts	___	___	___
7. Beads or blocks	___	___	___
8. Other; specify: _____	___	___	___

6. How many times has your Field Supervisor visited you? _____

7. Have these visits been helpful to you?
   _____1. Very
   _____2. Somewhat
   _____3. Not at all

8. During such visits, did your supervisor
   _____1. Help individual students
   _____2. Discuss procedures with you
   _____3. Demonstrate part of a lesson
   _____4. Look at your plans
   _____5. Other; specify: _____

9. Which aspects of the conferences held at the Board of Education office were most helpful and instructive? (Lectures, demonstrations, etc.) List and evaluate each: _____

10. Which topics did you find were the most difficult to teach?
    1. Whole numbers: Add.____ Subt.____ Mult.____ Division____
    2. Fractions: Add.____ Subt.____ Mult.____ Division____
    3. Decimal Frac. Add.____ Subt.____ Mult.____ Division____
    4. Measure of Time _____
    5. Linear Measure _____
    6. Other; specify: _____

11. Please check if you plan to take any courses next summer to help you gain knowledge in
    _____1. Mathematics
    _____2. Methods of teaching mathematics
    _____3. Methods of teaching disadvantaged children
    _____4. Other; specify: _____

12. Have you found your preparation adequate for the work you are doing? _____

13. In which areas do you need more help?
    _____1. Mathematical concepts
    _____2. Methods of teaching
    _____3. Knowledge of use of materials
    _____4. Other; specify: _____
    _____5. No help needed

14. Would you like to work in this program next year? _____ Why?

15. Would you like to work in the same school(s)? _____ Why?

V. Summary (In answering, please consider length of sessions, materials, supervision, your professional preparation, etc.).
Recommendations: What, if any, problems existed which you believe can be corrected?

Commendations: What, if anything, made the program a good one?

Center for Urban Education
33 West 42nd Street
New York, New York 10036

PUPIL QUESTIONNAIRE FOR CORRECTIVE MATHEMATICS PROGRAM

Title I Evaluation
Evaluation Chairman: Dr. Anne Grossman

Name _____ Class Teacher _____

Grade _____ School _____

Please fill in the information asked for. We are trying to find out your feelings about school in general, and about arithmetic in particular. Answer the questions by placing a check mark in front of your answer.

1. I think school is

_____the greatest
_____all right
_____not so good

The things I like a whole lot are (you may check more than one):

2. _____reading
3. _____spelling
4. _____arithmetic
5. _____social studies
6. _____lunch
7. _____kids in my class
8. _____music

9. The think I like least is _____

The things I would like to do better in school are (you may check more than one):

10. _____reading
11. _____arithmetic
12. _____science
13. _____behavior or conduct
14. _____making friends

Think about yourself in school at the beginning of the year and today. Circle the number that best shows how you feel about each of the following:

		improved greatly	improved	remained the same	got worse
15.	Getting along with my classmates	1	2	3	4
16.	Behaving in school	1	2	3	4
17.	Doing the best I can to learn	1	2	3	4
18.	Volunteering to do arithmetic examples	1	2	3	4
19.	Liking arithmetic	1	2	3	4
20.	Getting arithmetic homework done	1	2	3	4
21.	Understanding the teacher when she teaches arithmetic	1	2	3	4
22.	Not giving up when the arithmetic gets too hard to do	1	2	3	4
23.	Marks in tests in arithmetic	1	2	3	4
24.	Getting correct answers in arithmetic	1	2	3	4
25.	Paying attention so I can learn	1	2	3	4
26.	Doing adding	1	2	3	4
27.	Doing subtraction or take away	1	2	3	4
28.	Doing multiplying or times	1	2	3	4
29.	Doing dividing	1	2	3	4
30.	Doing fractions	1	2	3	4

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Corrective Mathematics Services Project

Title I Evaluation

Evaluation Chairman - Dr. Anne Grossman

TEACHER QUESTIONNAIRE FOR SELECTED PUPILS

Pupil Name _____ Teacher Name _____
Grade _____ School _____
Sex _____1. Boy
_____2. Girl
Number of days absent _____October
_____April

Please fill in the information asked for. We are trying to find out your evaluations about these selected pupils in relation to school in general, and to arithmetic in particular. Answer the questions by placing a check mark in front of your response.

This pupil attends the following special programs:

_____1. Corrective mathematics
_____2. Corrective reading
_____3 After school study center; specify subject for help: _____
_____4. Other; specify: _____

5. This pupil likes school
_____1. Very much
_____2. Much
_____3. A little
_____4. Not at all

6. Does this pupil need special small group or individual assistance to learn?
_____1. Yes
_____2. No

Think about this pupil in school at the beginning of the year and today. For each item circle the number which represents the degree of change over the year.

		improved greatly	improved	remained the same	got worse
7.	Getting along with his classmates	1	2	3	4
8.	Behaving in school	1	2	3	4
9.	Doing the best he can to learn	1	2	3	4
10.	Volunteering to do arithmetic examples	1	2	3	4
11.	Liking arithmetic	1	2	3	4
12.	Getting arithmetic homework done	1	2	3	4
13.	Understanding the lesson as it is taught	1	2	3	4
14.	Not giving up when the arithmetic gets hard to do.	1	2	3	4

		improved greatly	improved	remained the same	got worse
5.	Marks in test in arithmetic	1	2	3	4
6.	Giving correct answers in arithmetic	1	2	3	4
7.	Paying attention so he can learn	1	2	3	4
8.	Ability to add	1	2	3	4
9.	Ability to subtract	1	2	3	4
0.	Ability to multiply	1	2	3	4
1.	Ability to divide	1	2	3	4
2.	Ability to work with fractions	1	2	3	4

NSWER THE FOLLOWING ONLY FOR PUPILS IN CORRECTIVE MATHEMATICS CLASSES:

3. The corrective mathematics class helps him do his regular mathematics
_____1. greatly
_____2. a little
_____3. not at all

4. This pupil looks forward to going to the corrective mathematics classes
_____1. greatly
_____2. a little
_____3. not at all

APPENDIX C

Staff List

Dr. Anne S. Grossman, Evaluation Chairman
Assistant Professor
Department of Education
Hunter College

Dr. Anne Peskin
Assistant Professor
Department of Education
City College

Harry Ruderman,
Chairman
Department of Mathematics
Hunter College High School

Dr. Rita Senf
Senior Research Psychologist
Center for Urban Education



EVALUATION OF NEW YORK CITY TITLE I

EDUCATIONAL PROJECTS 1966-67

BUS TRANSPORTATION TO PLACES OF CIVIC AND CULTURAL INTEREST IN NEW YORK CITY FOR DISADVANTAGED PUPILS IN NONPUBLIC SCHOOLS

By Rita Senf

September 1967

The Center For Urban Education

33 West 42nd St., New York, N.Y. 10036

CENTER FOR URBAN EDUCATION

FIELD RESEARCH AND EVALUATION COMMITTEE

ESEA TITLE I EVALUATIONS

SUMMARY REPORT

Date: July 31, 1967

Project: Bus Transportation to Places of Civic and Cultural Interest in New York City for Disadvantaged Pupils in Non-Public Schools

Evaluation Director: Dr. Rita Senf
Senior Research Psychologist
Center for Urban Education

NOTE: To assist in the planning of Title I projects for 1967-8, this summary was prepared after the collection of all data but before the writing of the final report. The final report will contain a complete, detailed evaluation of the project.

BUS TRANSPORTATION TO PLACES OF CIVIC AND CULTURAL INTEREST IN NEW YORK CITY FOR DISADVANTAGED PUPILS IN NONPUBLIC SCHOOLS 1966-67

Project Description by Board of Education

This project was intended to provide enrichment experiences by means of bus trips for disadvantaged children in grades 3 to 8 in nonpublic schools. This is the first year of operation of such a program in the nonpublic schools. Trips during the regular school day were held between January and June. The Board of Education furnished busses and sent periodic bulletins to the schools giving information on sites and on planning of trips. All necessary arrangements, such as reservations, lunch, parking, and admission fees, were the responsibility of the school.

The project description listed 204 schools with approximately 67,000 eligible children. With children 3 to a seat, each bus had a capacity of 54 children and 4 adults; busses were allotted on this basis, with provision for 3 trips per pupil in each school. The maximum duration of each trip was 5 hours, since the busses were used to transport public school children at other times.

Evaluation Methods

Observers accompanied selected trips from the time the bus left the school until it returned. The observations were fairly evenly spread over grades 3 to 8, and were chosen by religious denomination, so that they represented the total population of schools involved. This evaluation is based on data from the total of 39 observations involving 28 different schools. (Eleven schools had two busses apiece.)

There were four instruments used in the evaluation. The observer's form provided for descriptions of events and for interviews with children at each of three periods: from school to trip site, at the trip site, and on the return from site to school. Two separate questionnaires secured comments from the teacher in charge of the bus and from the school principal. In addition, a followup questionnaire to the teacher in charge of the bus was sent to schools observed early in the series.

Findings

Almost all the 39 observed trips involved intact classes; the teacher in charge of the bus was taking her own class to a site she had selected. This means that in general the teacher had the opportunity to orient her students in advance as to the educational value of the trip and to make class use of the experience after the trip.

The number of children on the observed trips ranged from 29 to 53. It should be pointed out that many Catholic schools have single classes of 40 to 50 or more children, and almost half the observed trips involved intact

classes of this size. The observers commented that for older children, placing three to a seat made for crowded conditions; therefore, taking grade level into account, the bus capacity was fairly fully utilized.

In general, the observed trips went smoothly in terms of discipline. They lasted 4 to 5 hours, except for the Hebrew schools, where the duration was about 2 hours. Some schools traveled fairly great distances, for example, from Brooklyn to the Bronx Zoo, or from Queens to the Statue of Liberty.

Observers recorded the topics of the children's spontaneous conversations on the bus going to and from the site. Children made more references to the site during the return trip; this was especially true of the older children. Most of the children were interested in the chosen site, as shown by the observers' comments and by a tally of the number of questions children asked at the site. Interviews with the children showed that they did learn something from the trips; details of these interviews are included in the full report.

On most of the trips there was at least one adult (parent or teacher) in addition to the teacher in charge and the observer; however, one-fifth of the trips had no additional adult. Board of Education announcements had indicated that adult supervision was the school's responsibility. The number of necessary adults depended on the site. At some sites a tour guide would take no more than 10 children, who had to be accompanied by an adult. Some schools were simply not aware of such requirements, or of the possible desirability of having more adults along. This, no doubt, reflects the inexperience of these schools in the planning of trips. Other instances of the effects of inexperience could be cited, but it is also quite clear from the teachers' and principals' comments that as a result of these initial experiences they now know much more about how to do planning, preparation, and followup. For example, in response to a question as to how the educational value of these trips could be increased, many teachers and principals mentioned securing literature in advance from the site, and using class discussions and written reports by the children for preparation and followup.

Almost all teachers enjoyed the trip, said the children enjoyed it, considered the trip valuable, and were able to make some specific statement about how they could relate the trip to the curriculum of their class. Teachers tended to state the educational purposes of their trips in rather general terms for younger children and in more specific terms for older children. The choice of sites in general seemed appropriate to the grade level. Sites visited by younger children included the Zoo, the Aquarium, and the Statue of Liberty; Lincoln Center and the United Nations seemed better suited to the older children.

Principals reported that parents were cooperative and that their reactions to the program were positive. They also reported positive responses from the teachers in their schools. In about half the 28 schools the principal took an active interest in trip planning or assigned this responsibility

to a deputy; in the other half the initiative was left to the classroom teacher.

Principals were enthusiastic about the program; without exception they wanted the program to be continued or expanded. When asked for their criticisms and suggestions, two-thirds of the teachers and over half the principals had no criticisms or suggestions for change. Some suggestions that were made involve practical limitations; for example, they requested more busses, which would require more money. The one other frequent request was for more time per trip; but under the prevailing contract arrangements the busses are not available for more than 5 hours. Schools were permitted to cancel a bus trip up to 4 P.M. of the day preceding a trip, and Board of Education bulletins had recommended planning for alternative sites in case of bad weather. Judging from the teachers' comments, this recommendation clearly needs reiteration and emphasis.

The main recommendation that emerges from these results is that each school should centralize the responsibility for the screening of trip requests and the checking of planning and arrangements in one person, whether that be the principal or an assigned deputy. This person could insure that proper consideration is given to all the details that contribute to the efficient operation of a trip. Since there is bound to be turnover in school personnel, such a person could also be helpful in orienting new staff to the planning of trips.

Center for Urban Education
33 West 42nd Street
New York, New York 10036

BUS TRANSPORTATION TO PLACES OF CIVIC AND CULTURAL INTEREST IN NEW YORK CITY FOR DISADVANTAGED PUPILS IN NONPUBLIC SCHOOLS

Rita Senf

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director

September 1967

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DESCRIPTION OF THE PROJECT

This project was intended to provide enrichment experiences by means of bus trips for disadvantaged children in grades three through eight in nonpublic schools. This is the first year of operation of such a program in these schools. Trips during the regular school day were held between January and June. The Board of Education furnished busses and sent periodic bulletins to the schools giving information on possible sites and on planning of trips. All necessary arrangements, such as reservations, bridge tolls, parking and admission fees, lunch, and adult supervision, were the responsibility of the participating schools.

The project description listed 204 schools with approximately 67,000 eligible children. With children three to a seat and adults two to a seat, each bus had a capacity of 54 children and 4 adults; busses were allotted on this basis, with provision for three trips per pupil in each school. The Board of Education suggested that the trips be taken in three series, namely, January or February, March or April, and May or June. Thus a school with a quota of four busses per series could take a total of 12 busloads of children on trips. Alternatively, however, the school could use all 12 busses during one time period, depending of course on their availability. The maximum duration of each trip was five hours, since the busses were transporting public school children at other times. Within these time limits the trip site could be anywhere in the five boroughs of New York City.

Each school specified the trip destination on a trip request form, and busses were assigned in order of receipt of request. Schools could cancel a bus up to 4 P.M. of the day preceding the trip. Schools were urged to fill the busses; therefore the children on any one bus could be from different classes or grades.

A similar program was operating in the public schools, and busses from public schools were making trips at the same times to some of the same destinations. A subsidiary aim of this project was "to provide the maximum commingling of public and nonpublic school pupils during these trips." To accomplish this aim, the Board of Education attempted to schedule public and nonpublic school trips concurrently to the same destinations, so that the children could "meet at the center of local interest and participate in the program together."

EVALUATION DESIGN

For this evaluation, observations of selected trips began in March, at which time children would probably have had no more than two trips. It could not be expected that individual children, as a result of one or two bus trips, would show immediate measurable changes with respect to standard criteria such as classroom performance or attitudes toward learning; therefore the evaluation focussed on the reactions of children to the trips and the impressions of teachers and principals.

There were five observers, four female and one male. All had previous teaching or interviewing experience; three had previously

accompanied their own children on public school bus trips.

Observers accompanied selected trips from the time the bus left the school until it returned. The observations were fairly evenly spread over grades three through eight. The sample was selected by religious denomination so that it was representative of the total population of schools. This evaluation is based on data from a total of 39 observed trips (32 Catholic, 4 Hebrew, 2 Greek Orthodox, 1 Episcopal), involving 28 different schools. That is, in 11 schools two trips were observed on the same day.

DESCRIPTION OF INSTRUMENTS

The four instruments are included in Appendix B. The observer's form provided for descriptions of events and for interviews with five different children at each of three periods: from school to trip site, at the trip site, and the return from site to school. Two separate questionnaires secured comments from the 39 teachers in charge of busses and from the 28 school principals. The observer delivered these two questionnaires personally. If there was time, the teacher and principal completed them on the day of the trip; if not, they mailed the forms back soon afterward. A followup questionnaire for the teacher in charge of the bus was mailed in June only to schools observed early in the series and only to teachers who accompanied their own classes; returns were received from none teachers.

FINDINGS AND RECOMMENDATIONS

The findings will be presented in the following order: first a general description of the circumstances of the trips, based mainly on information from observers and principals; next, the results of the interviews with children, and comparative data from the teachers; other information from teachers secured on the day of the trip and at followup; and finally other information from principals.

General Description of the Trips

The observed trips lasted approximately $4\frac{1}{2}$ to 5 hours, except for those involving the Hebrew schools, which lasted approximately 2 hours. Typical destinations for third and fourth graders were the Bronx Zoo, Aquarium, and Museum of Natural History; and for seventh and eighth graders, the Metropolitan Museum of Art, Lincoln Center, and the United Nations building. Some schools traveled fairly great distances, for example, from Brooklyn to the Bronx Zoo or from Queens to the Statue of Liberty. Four of the 39 trips visited two sites during one trip, such as Lincoln Center and the Cathedral of St. John the Divine; here the distances traveled were necessarily shorter.

Many trips included the lunch hour, but no problems were reported for children on a free lunch program. Principals used a variety of alternatives; sometimes children brought a bag lunch, parents groups provided box lunches, lunch was saved by the school cafeteria, or occasionally the school paid for lunches. Any problems that arose

were due to lack of prior consideration of available luncheon facilities by the school staff, and consideration of whether the facilities were outdoor or indoor ones. A group at the U.N. on a rainy day had brought lunches, but building rules did not permit their eating indoors. Another group at the Cloisters had to eat outdoors while walking in the rain. The number of children on the observed trips ranged from 29 to 53, with a median of 43. It should be noted that many Catholic schools have single classes of 40 to 50 or more children, and about half the observed trips involved classes of this size. The observers commented that for older children, placing three to a seat made for crowded conditions; some teachers and principals made the same comment. Therefore, taking grade level into account, the bus capacity was fairly fully utilized.

If commingling is taken to mean the presence of public and nonpublic school children at the same site, this occurred in most cases. If the word is taken to mean opportunities for personal interaction among children from different schools, these opportunities were very limited. On only five trips was there any evidence of such interaction, and when it did occur it was minimal. Here are two examples: At a Randall's Island Police Demonstration, "after the program the children were allowed to go onto the field to see the helicopter and vehicles at close range." On a trip to the Statue of Liberty, they mingled "slightly, while waiting to board the ferry, on the ferry, and at lunch." With such large groups of children as were involved here, the objective of

getting public and nonpublic school children to interact appears unrealistic.

Besides the teacher in charge and the observer on each of these trips, there were typically one or two additional adults, usually parents, occasionally other teachers. Eight of the trips had no additional adults, and 11 had three to five additional adults. The Board of Education had stated that adult supervision was the school's responsibility; the number of adults needed depended on the number of children and the site. At some sites the rules permit a tour guide to take a group of no more than 10 children, who must be accompanied by an adult. In a few instances when there were not enough adults, observers filled this role so that the children could tour the site.

Principals were asked how they secured parent volunteers to accompany trips and whether parents were cooperative in response to these requests. In almost every case the principals indicated that parents were cooperative, but only 9 of the 28 specified a definite method of recruiting parents. Principals commented to observers that they could easily have secured more parents to accompany trips if they had realized more adults would be desirable or necessary. One principapl, accounting for two observed trips that had no additional adults, said that they recruited no parents because the teachers felt they could control the children better without the parents along. In support of her view, one of these two trips was extremely orderly; on the other the children were somewhat noisy but in general they behaved well.

Almost all the observed trips involved single intact classes; in a few cases there was more than one class or grade on the bus, usually in small schools such as the Hebrew ones. For one school the Board of Education made an exception to the grade limits so that the whole school (total enrollment of 48 in kindergarten through seventh grade) went to the Staten Island Zoo. Generally, however, the teacher in charge of the bus was taking her own class to a site she had selected; sometimes the children participated in this decision. Thus she had the opportunity to orient her students in advance as to the educational purposes of the trip and to make class use of the experience after the trip. Therefore it will be meaningful later to examine the extent to which she did so.

Both observers and principals reported very few discipline problems; in general the children seemed excited about the trip but behaved well. Older children sometimes tended to be noisy, particularly on the return trip. Younger children were often tired, and therefore quiet, toward the end of a five-hour trip.

As one indicator of the children's interest in the site, observers recorded the number of references to the trip site that they overheard in the children's conversations on the ride to and from the site. This recording may be somewhat unreliable, since the observer could not move around freely on the bus and could not hear at times when the children were very noisy nor when they spoke very quietly. On 15 of the 39 trips observers overheard more references to the site on the return trip than on the trip to the site (median, +2; range +1 to +8). On 4 trips they recorded fewer references

to the site (median, -1; range, -1 to -2).

Another way of estimating the children's reactions is by considering their verbally expressed interest at the site. Observers recorded their impressions and the specific questions children asked at the site; from this information the amount of interest was rated as great, moderate, or little. On 31 trips the children appeared greatly interested; for example, a fourth-grade group at the Museum of Natural History "answered all questions asked by the guide in the talk before the tour and during the tour." In only two cases were the children rated as uninterested; for example, a seventh-grade group at the Staten Island Zoo "didn't look at the animals at all. They did not seem interested in the zoo but only in the ferry trip (to Staten Island)."

Interviews with Children

In evaluating children's interview responses, several factors need to be kept in mind. Children went to different sites and had differing amounts of preparation for the trip. The observer was a stranger to the children, and this may have inhibited some children's verbalizations. Also, verbalizations would clearly be affected by grade level. In connection with this factor, some responses were rated as to quality, as will be described below. Since it was found that good responses were not restricted to upper grades nor poor responses to lower grades, and since the total sample was relatively small, the same rating system was applied to all responses to a given question regardless of differences in age, site, and so forth.

However, because of the effects of variations in these factors, arithmetic means of ratings were not calculated; data will be reported in terms of frequencies.

Observers tried to interview five children during each of the three periods: on bus to site, at the site, and on bus returning to school. (For the exact questions, see the observer's form in Appendix B.) Thus there could be a possible total of 39 times 5, or 195 interviews at each period. Observers actually completed 194, 193, and 192 interviews during the respective periods, and these totals constitute the base for the percentages reported in this section.

Most of the children were able to state the exact trip destination; 10 per cent could not do so, but of these, several clearly knew something about what they were going to see, as indicated by their subsequent responses. For example, a fourth-grade boy on a trip to the Cloisters said he was going to "the Planetarium," but he remembered that his teacher said "there are treasures on long, long ago."

Observers asked children what they expected to see; responses were scored on a five-point scale, with 5 indicating considerable knowledge about the site and 1 indicating no knowledge. Good responses came from children at all grade levels; 32 per cent gave responses scored 4 or 5. Following are some examples of such responses. A third-grade girl going to the Bronx Zoo said she expected to see "animals - snakes, zebras, gorillas, and squirrels." A fourth-grade boy going to the Metropolitan Museum of Art expected

to see "Egyptian and Roman paintings and tombs," and an eighth-grade boy expected to see "different kinds of arts; man's history through art."

Teachers in their questionnaire were asked how they had prepared the children, and observers asked children what their teacher had told the class beforehand about the trip site. Thus the two sets of data can be compared. Of the 39 teachers, 15 or 38 per cent gave special preparation, such as extra reading assignments or special discussions or projects. For example, for a third-grade trip to the Bronx Zoo, the teacher prepared the children "with discussion on and reading about characteristics and habits of birds, etc. We also paid particular attention to appropriate programs on Channel 13." Seventeen teachers (44 per cent) gave an intermediate amount of preparation, and seven (18 per cent) reported no preparation other than discussing routine procedures and expected behavior. Since not every trip involved intact classes, there is not a perfect correspondence between a teacher's statement of preparation given and the child's report of what his teacher told his class. In most instances, however, it is legitimate to make this comparison, and it is clear that when the teacher gave good preparation, the children retained the information, of course in varying degrees. For a fourth-grade class going to the United Nations, the teacher prepared the children by means of "lecture, discussion, and library books." The five children interviewed from her class gave the following responses:

Child A (Puerto Rican girl): (Expect to see) "the flags of the world, and all the famous people." (The teacher) "said the same things I'm telling you. There are five languages, French, Spanish, English, Russian. She said all about 47th Street and the buildings and you don't notice when you go from building to building because they're connected."

Child B: (Expect to see) "I don't know." (The teacher) "told us things like they're going to put the earphones on, what number, that language, what to wear, and to look nice."

Child C: (Expect to see) "many secret things and the shop; different things, I don't know exactly; I've never been there." (The teacher said) "that there are two buildings, the General Assembly and the Secretariat. She said we will see ambassadors going down through the halls and they might be going to a meeting."

Child D: (Expect to see) "I don't know." (The teacher) "was talking about the things that are going to be there, that there are going to be African people. She said that there are five languages, Spanish, English, French, I don't know the others. She said about the General something, I forget."

Child E: (Expect to see) "souvenirs; things of different countries." (The teacher) "was telling us about the five languages, and that the person that done these languages was up in the stage; and you see them walking around. Maybe we'll be in a meeting."

In contrast to the fourth-grade class above, the effect of little preparation can be seen in a seventh-grade class that went to Lincoln Center and the Cathedral of St. John the Divine. The teacher reported that "this time I didn't have much opportunity to do an extensive preparation." Three of the five children interviewed could not remember having been told anything about the trip sites. All five gave minimal responses when asked what they expected to see; the best of these was "things of art and music."

A great majority of these children (81 per cent) remembered taking one or more previous bus trips - not necessarily a Title I

trip. In three of the 28 schools the observed trip was the first Title I trip. Of the children who remembered a previous trip, most (87 per cent) could report some details of what they had seen; 17 per cent of them remembered some special followup in class, such as a project, composition, or test.

The children were mostly going to places they had never seen before. Those who reported visiting the trip site previously (17 per cent) included a few young children whose parents had taken them to the zoo, older children who had been on previous school trips to a museum, and Yeshiva children who had made previous trips to the matzoh factory. Teachers' and principals' reports corroborated this interview information; they often volunteered the comment that the trips made it possible for the children to see things that they would otherwise have no opportunity to encounter. "It was discovered that some children had never been on a boat. They discovered New York Harbor, an island (Statue of Liberty), downtown New York, Battery Park; all were educational."

Observers asked children whether they had any questions they wanted answered about the site, and what interested them most at the site. Four-fifths reported no questions to the observer (but remember that she or he was a stranger to them); the remaining one-fifth raised from one to three questions about the site. The child's statement of what interested him most was again rated on a five-point scale, ranging from no specification of interest (scored 1) to great interest, defined as being "able to describe more than one thing observed and make a comment that involves reasoning"

(scored 5). Thirty-six children (19 per cent) gave responses scored 4 or 5. The following are examples: Eighth-grade girl at U.N.: "I would like to come when the General Assembly is in session, to hear all the languages." Fourth-grade boy at Museum of Natural History: "The dinosaurs and the whales (interest me most). I like to study about the bones of animals. I like to collect material about dinosaurs and I like to read books about dinosaurs." Seventh-grade boy at Metropolitan Museum of Art: "The sculpture of the people, the way they were carved, because the people who made them really put feeling in them." Thirteen children (7 per cent) mentioned no specific things that interested them, and six of these responses were from children visiting the matzoh factory. Two examples of such responses follow: (What interests you most?) "All of it; I never saw it before." "Everything."

On the bus returning to the school, observers asked children whether they would like to visit the same site again and why. All but 18 (9 per cent) said they would like to return, and gave reasons. For example, a third-grade girl returning from the Bronx Zoo said, "Because we didn't see all the animals and I d like to see more;" a fourth-grade boy returning from the Cloisters and Fort Tryon Park said, "Because a lot of people think New York is just buildings and concrete. It's good to see trees. You have a nice view of the bridge. I'd like to live there." Two eighth-grade boys returning from Lincoln Center said, "Yes, to see something performed - a play;" and "Yes, I want to see it in action." The few children who did not want to return to the same site included several older children

who went to the Statue of Liberty; one girl said, "No, because there's nothing really to see, only the boat, that's the best."

To determine whether they had any understanding of the geography of the trip, children were asked how they would get back to the site if they had to go by themselves. Their answers showed little knowledge of the geographical location; only 12 per cent gave a response indicating that they could probably get back alone, and these usually involved minimal knowledge; for example, "I'd look for a bus that said 'to Staten Island.'"

Children were asked, "Would you like to go on more of these trips to other places?" (If so) "Where?" The 192 children gave 347 responses; these are tabulated in Appendix A, Table 1. No child said "no" to the first question. To the question "Where?", 28 children (15 per cent) could not name a possible site, but gave such responses as "I don't know where, but I would like to go;" "all the trips the school would go on;" and (fourth-grade boy) "without the girls, anywhere." The question did not limit responses to "places of civic and cultural interest," and the responses of the other 85 per cent of the children covered a wide gamut of both educational and entertaining sites, and great distances. Five per cent of the responses (N=17) were unspecific as to site; for example, "other interesting places where I could learn something;" "educational places and maybe one fun place;" and "a field trip to be in the country."

Of the remaining 302 responses, about five-sixths were primarily educational choices and one-sixth were primarily oriented toward enter-

tainment. The fact that most responses were educationally oriented could be considered an indication that most children appreciated the educational aim of the trips.

Of the entertainment-oriented responses, the most popular choices were Palisades Park (N = 19) and beaches (N = 17). Baseball games and the circus were also mentioned.

There were 19 responses expressing a wish to revisit the same site or one previously visited; for example, "here (Metropolitan Museum of Art), because I didn't see everything."

By far the most frequent educationally-oriented choice was museums (N = 89). Other frequent choices included specific buildings (e.g., Empire State, St. Patrick's Cathedral, Coca Cola factory); parks (e.g., Central Park, Bear Mountain); and specific locations (e.g., Chinatown, Rhode Island, Boston, Washington, D. C., Expo 67, "Florida and Israel"). These three categories received 38, 33, and 32 mentions respectively. Industrial sites were rarely mentioned (N = 3).

The lack of geographical knowledge previously referred to is confirmed by the responses categorized under "specific locations or areas." As part of the preparation of children, these trips could well be used to provide instruction not only in geography but also in map reading and the relation between distances and travel time.

Observers asked the children what they had learned on the trip; 79 per cent were able to specify something about what they had learned. The following are examples:

Metropolitan Museum of Art: Fourth-grade girl: (I learned) "that the Romans and Egyptians had certain materials that they liked to sculpture with." Eighth-grade boy: (I learned) "how to really look at a painting."Eighth-grade boy: (I learned) "different things about early man. I didn't know he was all that creative."

Matzoh Factory: Seven-year-old boy: (in response to the question, Did you learn anything on this trip?): "No. I saw it last year." Third-grade girl, same question: "Not yet, because it was too short and he didn't let me see anything." In this case the observer commented: "The teachers did not attempt to make the tour interesting for the children. The children could not hear, so they did not know what was happening. The teachers walked at the head of the group talking to each other and explained nothing to the girls."

United Nations: Eighth-grade girl giving contradictory reponses: (Would you like to go there again?) "Yes. It was interesting and I learned a lot."...(Did you learn anything?) "Not really. I knew most things already."

Bronx Zoo: Third-grade boy: "About the birds - about the birds. I never knew the peacock opened its wings before."

Hall of Science: Sixth-grade girl: "Man can do whatever he wants if he puts his mind to it, and go wherever he wants in the universe."

Information from Teachers' Questionnaires

All teachers reported that they knew beforehand where and when they would be going on the bus trip; the median was four weeks' advance notice. Thus in general they had sufficient time to plan and prepare for the trip. Almost all teachers knew something about the site before the trip, said that they and the children enjoyed the trip, and considered the trip valuable and well suited to the children's needs and interests.

Both teachers and principals tended to state the educational purposes of the trip in broad general terms for younger children and in more specific terms for older children. The same thing was

true of the teachers' replies when asked, "Was there anything about this trip that you can relate to class work? What? How?" A teacher stated the purpose of a third-grade trip to the Bronx Zoo as being "to see live animals and learn their names." An eighth-grade trip to Lincoln Center and the Cathedral of St. John the Divine was seen as an opportunity for "knowledge and appreciation of the performing arts; recognition of different architectural structures."

In terms of relating the trip to class work, one-third of the teachers described a specific tie with the curriculum; for example, for a third-grade trip to the Bronx Zoo, "Part of third-grade science demands a study of reptiles, mammals, and birds, so the children get a first-hand look at some of these, even though a brief one." One-third of the teachers mentioned general subject matter; for example, "Science - different animals; English - paragraphs; geography - Manhattan and Bronx; social studies - how to act in public." The remaining third of the teachers reported generalizations without any specific statement about curriculum; for example, "the Statue of Liberty is an important historical point of interest."

Teachers' replies as to how the educational value of the trips could be increased stressed the importance of more preparation and followup. They specified a need for more advance knowledge of the site on the part of both the teacher and the child, by such means as literature, film strips, discussions, and reports. A few teachers and principals requested annotated lists of sites suitable for particular age groups. It was not clear from the teachers' replies to what extent they would in future take the initiative to get necessary

information; Some seemed to imply that they felt more information should be furnished to them. At any rate, the information sent by the Board of Education to the principals evidently was not read or was not heeded by some teachers.

Two-thirds of the teachers had no criticisms or suggestions about the program. Of those who did, the most frequent suggestions were for more time (than five hours), and more busses or smaller groups. Only one teacher suggested including the second grade, but of course all these teachers taught higher grades than that.

The followup questionnaire to the teachers focussed mainly on the observed trip. Of the nine teachers who responded, all but one discussed the trip afterwards with the class. The one who did not commented, "I feel it would be good to give a project ahead of time so that the students would meet something at least that was familiar." Five teachers assigned written reports or special projects. An example of the kind of followup is: "We had a class discussion and they compared the Staten Island Zoo with the Bronx Zoo. They especially talked about the beautiful homes and gardens they had seen in Staten Island."

When they were asked at the end of the school year how their ideas on preparing children for trips had changed, most of the teachers again emphasized the importance of giving prior orientation about the site. Examples of responses are: "It made me realize that the trip was educational and very advantageous to the children." "A knowledge of the things they are going to see will help children enjoy the trip. These field trips arouse interest in learning."

"Personally, I prefer to have definite literature on places to be visited. You can read it before time and then when the children ask questions you are ready for them." One teacher commented that she would like advance information about the route to be followed by the bus so that she could be prepared to point out to the students any interesting sights along the way.

At followup all teachers reported positive reactions from the children. "The children enjoyed (the U. N.) and were very interested in it. Now with the U.N. constantly in the headlines, it is easier for them to understand. " (Fifth-grade) "students showed interest in magnets and their use." Eight of the nine teachers reported receiving reactions from parents, all positive. "They were most grateful. They remarked they preferred a bus to a subway since they stay closer as a group. They love their children to get out of Harlem for a day."

Other Information from Principals' Questionnaires

Principals were asked what kind of orientation teachers received concerning bus trips; 23 replied to this question. Their replies are not easily categorizable since they show great variability; however, 13 principals indicated that they oriented teachers by discussing the trips with them. The form and content of the orientation was not clear from the replies. Some principals said that general discussions were limited to giving information on routine procedures and that other aspects were discussed individually with teachers. Six principals said most teachers had prior knowledge of the sites, and seemed to imply therefore, that no

orientation was needed or given. Five said that teachers "had access" to descriptive literature from the Board of Education and mentioned no other method of orientation. Several principals stressed the need for preparation and followup. "On our part we intend to do more projects beforehand. We found this extremely helpful before our visit to the U. N. (and Botanical Gardens). Oral discussions and drawings have been used as followups. The teacher must motivate and pave the way prior to the trip."

Principals were asked how they reached decisions concerning trip sites and how they screened requests or conferred with teachers about the suitability of sites for particular grades; 26 replied. The responses were scored simply in terms of how active a role the principal played in the making of decisions; 13 took an active part, 11 took a more passive review role, and 2 delegated this function to a deputy. In effect, then, in half these schools the teacher made her own decision, subject to the principal's review.

All principals reported positive reactions from teachers about the educational value of the trips. One said, "There are problems only if the teacher has not fully prepared for her trip." A typical response is this: "I find that the teachers, as well as the students, are enjoying these trips, for many have never visited these places of interest."

Principals reported uniformly positive reactions from parents about the trips. The following examples convey the general tone of the replies: "Most parents expressed their gratitude. Children

made them so enthusiastic that they decided to go themselves sometime." "Those (parents) who have accompanied us were delighted with the reactions of the children. These have been great experiences for many, many children. They have truly profited by these trips educationally and culturally and have behaved well."

No question was asked about the bus drivers, but principals volunteered comments like this: "The drivers have been very cooperative and have aided in making our trips very enjoyable."

Most of these schools had made very few previous Title I trips. When asked for possible sites, many principals indicated that they would continue to choose from the Board of Education's listed suggestions. Some recommended industrial sites "for vocational motivation," such as factories, newspapers, Telephone Company, Stock Exchange, Federal Reserve Bank, and tours of ships or planes. Another frequent choice was nonurban sites: "I would like trips to the country, to a farm or dairy, as these city children have no idea of country life." At some interesting sites the admission fee is prohibitive in these schools. One principal requested that drivers avoid toll bridges where possible.

Because of the large size of most of the classes, few principals had an opportunity to mix different grades on the same bus. But whether they did or not, most of them preferred not to mix grades, and stated definite educational reasons for not doing so. Only 4 of the 28 said they considered such mixing an asset; as expressed by one principal, "We have mixed different levels and it was an asset. The older children developed a sense of

responsibility for the younger ones."

Principals were enthusiastic about the program; without exception they wanted it to be continued or expanded. Their suggestions are shown in Appendix A, Table 2. Nine principals requested no changes of any kind. Some asked for more trips per year and for inclusion of younger children. One said, "I think in our particular area, it would be greatly profitable to allow grades 1 and 2 on trips. This might help vocabulary, learning experiences, social behavior." Requests to permit trips outside the city were mainly for the purpose of providing nonurban experiences, as mentioned above, and often phrased as "just one trip a year." A few comments reflected misinterpretations on the part of the principals as to what the Board of Education could do, such as asking that lunch facilities or tour guides be provided at sites that do not have them. Not everyone knew that Kennedy Airport is within the city limits and that busses did go there.

Summary of Recommendations

Considering that this was the first year of operation of the program, the teachers' and principals' responses cited above make it clear that as a result of this year's experience they will be much more competent about handling future trips. An interesting aspect of the children's responses is that they reveal many broader values of the trips than those associated solely with the particular sites visited.

Some teachers need more help with relating trips and sites to curriculum and with taking initiative in preparing themselves and the children for the trip. Rather than furnishing standard lists or guides, such help could be given in the form of a more general orientation on selection of sites and ways of relating them to curriculum at various age levels. Greater use of industrial sites, especially for older children, seems worthy of consideration by school staffs. Hebrew schools could provide a greater variety of sites.

The main recommendation that emerges from these results is that each school should centralize the responsibility for the screening of trip requests and the checking of planning and arrangements in one person, whether that be the principal or an assigned deputy. This person could insure that proper consideration is given to all the details, as suggested throughout this report, that contribute to the efficient operation of a trip. Since there is bound to be turnover in school personnel, such a person could also be helpful in orienting new staff to the planning of trips.

For the coming year, the Board of Education has proposed modifications, with special emphasis on planning; to quote from the "Summary of Proposed Programs, 1967-68":

"The following suggestions from the interim evaluation report have been incorporated into this program:

1. An attempt will be made to stress maximum utilization of all busses and to plan trips more carefully.

2. Orientation sessions will be held for the principals of nonpublic schools or their representatives participating in the program. The topics of trip planning, bus utilization,

and adult supervision will be discussed at these sessions.

3. Periodic bulletins will be sent to participating schools with helpful materials for trip planning."

TABLE 1

TYPES OF RESPONSES GIVEN BY 192 CHILDREN WHEN ASKED WHAT OTHER TRIPS THEY WOULD LIKE TO TAKE[a]

No. of children giving response	
89	Museums (e.g., Brooklyn Museum, Planetarium, Guggenheim)
38	Specific buildings (e.g., Empire State, Rockefeller Center, Coliseum, Library, Con Edison)
33	Parks (e.g., Central Park, Prospect Park, Bear Mountain)
32	Specific locations or areas (e.g., Coney Island, Long Island, Fort Jay, Boston)
20	Zoos, Aquarium, Marineland
19	Revisit the same site or one previously visited
13	Statue of Liberty
4	Plays, movies, science movies
19	Palisades Park
17	Beaches (e.g., Rye Beach, Coney Island beach; Red Hook pool)
7	Picnics; bazaars, fairs
6	Baseball games, Shea Stadium, Yankee Stadium
5	Circus
17	Unspecified locations (e.g., "places with culture," "places where you can see flowers from all over the world")
28	No site specified (e.g., "I don't know where, but I would like to go")
347	Total responses

[a]. The exact question was, "Would you like to go on more of these trips to other places?" "Where?"

TABLE 2

SUGGESTIONS BY 28 PRINCIPALS ABOUT

CONTINUING OR EXPANDING THE PROGRAM

No. Principals giving response	
9	No changes desired
8	Include trip (s) outside New York City (e.g., to a farm, to West Point)
6	Include younger children than grade 3
5	More trips per year
5	More time per trip (e.g., 9:30 to 4:30)
2	More busses per trip or fewer children per bus (e.g., "Only 40 children grades 5 to 8 fit in a bus")
1	More busses for shorter trips
1	Trips during July and August
37	Total responses

Appendix B - INSTRUMENTS

BUS TRANSPORTATION TO PLACES OF CIVIC AND CULTURAL INTEREST IN NEW YORK CITY FOR DISADVANTAGED PUPILS IN NONPUBLIC SCHOOLS

List of Instruments

Educational Bus Trip Observation	B1
Teacher's Questionnaire	B8
Principal's Questionnaire	B10
Followup Questionnaire	B13

Center for Urban Education
33 West 42nd Street
New York, N.Y. 10036

Title I Evaluations

Educational Bus Trip Observation

Trip Site _____ School _____

Grade(s) on bus _____ _____

Time bus left school _____ _____

Time bus returned to school _____ Principal _____

Observer _____ Date _____

Section I. From School to Trip Site

Name of teacher in charge of bus _____

Other teachers on bus _____

_____

If no others, check here _____

Number of parents on bus _____

If none, check here _____

If there were any other adults (besides observer and driver), specify who they were: _____

_____

Number of children on bus _____

Sex of children on bus:

Boys only _____

Girls only _____

Boys and girls _____

Note: On original questionnaires, questions calling for extended comments allowed considerably more space than is shown here.

1. Did the process of getting the children on the bus go smoothly? Comment on anything unusual that happened during the loading.

2. Indicate the grade and class composition of the children on the bus. Was the class of the teacher in charge on the bus? Were there intact classes or were classes separated?

3. After listening to several of the children's conversations, list the topics of as many of the conversations as you can.

4. What methods did the adult in charge use to maintain control over the children? How successful was he?

5. Did the children seem excited about the trip, or was their excitement more at simply being out of school?

Interview with Children on Bus

A. Child's Name_____ Grade____

1. Do you know where you are going? (Where?)_____

2. What do you expect to see?

3. Did your teacher spend any time in class talking about the trip? What did she tell you about it?

4. What bus trips have you gone on before this one?

5. (If there were previous trips) What did you see there?

6. Did you talk about (site of previous trip) afterwards in class? What was said?

B. Child's Name_____ Grade____

1. Do you know where you are going? (Where?)_____

2. What do you expect to see?

3. Did your teacher spend any time in class talking about the trip? What did she tell you about it?

4. What bus trips have you gone on before this one?

5. (If there were previous trips) What did you see there?

6. Did you talk about (site of previous trip) afterwards in class? What was said?

(Form repeated for C, D, and E.)

Section II. At Trip Site

1. Did the group of children from the bus remain intact? If not, how were they separated?

2. In the group you accompanied at the site, state:

   No. children_____

   Grade_____

   Sex_____

   Adults (specify--tour guide, teacher, parent, etc.):

   _____

   _____

3. What methods did the adult in charge use to maintain control over the children? How successful was he?

4. In what ways did the children express interest in the trip site? List any questions they asked.

5. In what aspects of the trip site did the children appear most interested?

6. Was there any evidence that the children became more involved with one another because of sharing a common interest in an aspect of the trip site?

7. Was there any evidence of commingling with children from other schools? If so, how did this occur? (During lunch, film program, etc.)

Interview with Children at Trip Site

F. Child's Name_____ Grade____

1. Have you ever been here before?
   (If yes, find out under what circumstances - school trip, with parents, etc.)

2. Did you tell your mother or father where you were going today?
   (Find out what was said by child or parents.)

3. Which things interest you the most? Why?

4. Do you have any questions that you hope to have answered during this trip?
   (List them.)

G. Child's Name_____ Grade____

1. Have you ever been here before?
   (If yes, find out under what circumstances - school trip, with parents, etc.)

2. Did you tell your mother or father where you were going today?
   (Find out what was said by child or parents.)

3. Which things interest you the most? Why?

4. Do you have any questions that you hope to have answered during this trip?
   (List them.)

(Form repeated for H, I, and J.)

Section III. Return from Trip Site to School

1. Was the group on the bus the same as before? If not, indicate the changes.

2. Did the process of getting the children on the bus go smoothly? Comment on anything unusual that happened during the loading. Compare with start of trip.

3. After listening to several of the children's conversations, list the topics of as many of the conversations as you can.

4. What methods did the adult in charge use to maintain control over the children? How successful was he? (More or less than previously?)

5. Comment on any unusual circumstances during the trip.

Interview with Children on Return Bus Trip

K. Child's Name_____ Grade____

1. Would you like to go to (name of trip site) again? Why?

2. How would you get back to (name of trip site) if you had to get there by yourself? (Probe for detail.)

3. Did you learn anything on this trip? What?

4. Would you like to go on more of these trips to other places? Where?

L. Child's Name_____ Grade____

1. Would you like to go to (name of trip site) again? Why?

2. How would you get back to (name of trip site) if you had to get there by yourself? (Probe for detail.)

(Form repeated for M, N, and O.)

3. Did you learn anything on this trip? What?

4. Would you like to go on more of these trips to other places? Where?

Center for Urban Education
33 West 42 Street
New York, N.Y. 10036

Title I Evaluations

Educational Bus Trips

Teacher's Questionnaire

Teacher_____ School_____

Grade Taught_____ Trip Site_____

Date_____

1. How long before today did you know just where and when you were going on this trip?

2. Did you have any choice concerning where to go on this trip? In what way?

3. Did you know in advance what was to be seen at the trip site?

4. How did you prepare your pupils in advance for this trip?

5. Did you enjoy the trip? Why?

6. How did the children indicate enjoyment or lack of enjoyment of the trip?

7. Do you think these kinds of trips are valuable? Why?

8. Do you think the children learned anything on this trip? What?

9. Was there anything about this trip that you can relate to class work? What? How?

10. Was this trip suited to the needs and interests of this particular group? Please comment.

11. What were the educational purposes of this trip?

12. How could the educational value of these trips be increased?

13. Can you suggest some places that you think would be valuable for your class to visit?

14. What criticisms do you have of the bus trip program in general?

15. What suggestions can you offer for improving the bus trip program?

Center for Urban Education
33 West 42 Street
New York, N.Y. 10036

Title I Evaluations

Educational Bus Trips

Principal's Questionnaire

Principal_____ Total No. of Busses Today:_____

School_____ Grades Involved Today:_____

Date_____ Trip Destination(s) Today:_____

_____

1. What kind of orientation do teachers get concerning bus trips?

2. How do teachers prepare in advance for a visit to a particular site?

3. Does each classroom teacher accompany her own class?

4. If lunch is included in a trip, what provision is made for children who are on a free lunch program?

5. How do you recruit parent volunteers to go on bus trips?

6. Are the parents cooperative in response to these requests?

7. Do any parents refuse to allow their children to go on these trips? If so, how many? What are their reasons?

8. What feedback have you had from parents in reaction to the bus trips, particularly from those who accompanied trips?

9. What reactions have you had from teachers concerning the educational value of these trips?

10. How is it decided which children go to which trip sites?

11. To what extent do you screen requests or confer with teachers so as to decide on the suitability of a particular trip destination for a particular grade level?

12. What age groups seem most responsive to the bus trips?

13. What discipline problems, if any, have been encountered on these trips?

14. What are the educational purposes of today's trip(s)? If busses are going to more than one trip site today, please comment for each site.

15. How could the educational value of these trips be increased?

16. Can you suggest some places that you think would be valuable for the children to visit?

17. Have you mixed different grade levels on the same bus? If so, was this an asset or a liability? Does it make any difference?

18. What criticisms do you have of the bus trip program in general?

19. Do you think the bus trip program should be continued? Expanded? Why?

20. What suggestions can you offer for improving the bus trip program?

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33 West 42nd Street
New York, New York 10036

Title I Evaluations

Educational Bus Trips - Followup Questionnaire

School_____ Teacher in charge of bus observed_____

Grade Taught_____ Date of trip_____

Current Date_____ Trip Destination_____

Dear Teacher:

We would appreciate your answering the following questions, which are related to what happened after the bus trip mentioned above. This additional information will make possible a fuller evaluation of the program.

This would be good time also to thank you for your cooperation and to tell you that our observers all reported a pleasant time on each trip they took.

Yours sincerely,

1. Did you make any bus trips this year under the Title I program before the one listed above?
   _____No
   _____Yes; Please list destinations of Title I trips:

_____

_____

2. To what other places have you taken classes on bus trips in previous years? (If none, check here____.)

_____

_____

3. Have you taken classes on any bus trips since the one listed at the top of this page? If yes, please list destinations.

_____

_____

4. After the trip listed at the top of the page, what steps in the way of followup did you take with your class? (If none, check here____.) Please specify the form of the followup - class discussion, written reports, projects, etc.

5. What reactions did you get from the children after this trip? Please specify or give examples.

6. What reactions did you get from the children's parents after this trip? Again, please specify or give examples.

7. In what ways has this trip changed your ideas on preparing children for bus trips? What would you want to do differently in the future?

8. Do you have any comments in general?

APPENDIX C

Staff List

Dr. Rita Senf, Evaluation Chairman
Senior Research Psychologist
Center for Urban Education

Mrs. May Engler
Research Assistant
Center for Urban Education

Mr. Arthur Freeman
Instructor, Rockland Community College
Psychology

Mr. Stephen Zeigfinger
Research Assistant
Center for Urban Education

EVALUATION OF NEW YORK CITY TITLE I

EDUCATIONAL PROJECTS 1966-67

EDUCATIONAL TV AND AUDIOVISUAL TEACHER TRAINING PROGRAM FOR TITLE I BOARD OF EDUCATION TEACHERS OF DISADVANTAGED PUPILS IN THE NONPUBLIC SCHOOLS

By James Morrison

October 1967

The Center For Urban Education

33 West 42nd St., New York, N.Y. 10036

Center for Urban Education
33 West 42nd Street
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EDUCATIONAL TV AND AUDIOVISUAL TEACHER TRAINING PROGRAM FOR TITLE I BOARD OF EDUCATION TEACHERS OF DISADVANTAGED PUPILS IN THE NON-PUBLIC SCHOOLS

James Morrison

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director

October 1967

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CENTER FOR URBAN EDUCATION

FIELD RESEARCH AND EVALUATION COMMITTEE

ESEA TITLE I EVALUATIONS

SUMMARY REPORT

Date: July 31, 1967

Project: Educational T.V. and Audio Visual Teacher Training Program for Title I Board of Education Teachers of Disadvantaged Pupils in the Non-Public Schools

Evaluation Director: Dr. James Morrison, Assistant Professor
St. Anselin's College

NOTE: To assist in the planning of Title I projects for 1967-8, this summary was prepared after the collection of all data but before the writing of the final report. The final report will contain a complete, detailed evaluation of the project.

Educational T.V. and Audio Visual Teacher Training Program
for Title I Board of Education Teachers of Disadvantaged
Pupils in the Non-Public Schools

Project Description:

A program designed to insure effective utilization of the audio visual (AV) resources -- including television -- provided under Title I and Title II of the Elementary and Secondary Education Act of 1965 was conducted in 180 non-public schools for more than 250 Board of Education personnel in the fields of corrective math, corrective reading, and speech therapy. While AV modes of stimulation are attractive to children in general, this program was concerned with pupils who are retarded in the basic areas of math, reading, and speech.

The training consisted of a series of two-day sessions during the month of March 1967. During that time, intensive instruction was provided by licensed Board of Education personnel from the Board's Bureau of AV Instruction. The participants received supportive materials, saw demonstrations on the use and maintenance of machines, and learned to apply AV resources to their specific subject area. On the broadest level, it was hoped that use of AV resources would initiate greater interest and motivation toward school on the part of the child.

Evaluation Design:

It is difficult to conclude definitively whether or not all the desired goals were achieved. Because of limits of time and personnel, it was not possible to do a before and after study. Instead, the evaluation was based on questionnaires sent to all participants for their observations, on interviews with the program's coordinators, and on the records of the Board of Education.

Findings and Recommendations:

As a program in its first year, the TV - AV Teacher Training has successfully completed its trial run. There were problems of administration and organization, as could be expected, but these did not impose any insurmountable barriers. Although the program was held late in the school year, the responses of the participants were generally favorable. Almost 85 percent of them responded to this effect, and 75 percent felt the program better qualified them for their work.

For the future it is recommended that:

(1) Training sessions should be held earlier in the school year;

(2) There should be separate sessions for those who have never used the equipment, and those who have some experience in the field;

(3) After the sessions devoted to the mechanics of the equipment, the specific subject specialist should be involved in order to enrich the understanding of the professional use of the media;

(4) More follow-up activities should be employed, such as prepared visuals and prepared lists or bibliographies of available TV - AV resource material.

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Chapter I

INTRODUCTION

This report contains an evaluation of a teacher training program conducted by the Board of Education with Title I funds in March of 1967. The objective of the program was to provide teachers with technical and theoretical training enabling them to utilize television and audio-visual materials and equipment in classroom teaching most effectively. The full title of the program was:

> Educational TV and Audio-Visual Training Program for Board of Education Title I Teachers of Disadvantaged Pupils in Nonpublic Schools.

Background

Over one and a half million dollars ($1,625,093) of Title I funds were allocated for educational TV and audio-visual (AV) materials and equipment for New York City schools during the 1967 fiscal year.

About one fourth of these monies ($424,507) were allotted for this equipment to nonpublic schools which serve disadvantaged children. There were 180 such schools in New York City, all participating in one or another Board of Education Title I project in 1967.

Since this was the first time that TV-AV equipment had been allotted to nonpublic schools under Title I, measures needed to be taken to insure that it would be utilized properly and with maximum effectiveness. With this objective in view, the Board of Education instituted a special training program for those 289 Board of Education teachers who were on assignment in the 180 nonpublic schools in Title I positions. All the teachers were providing corrective programs -- they taught cor-

rective reading, corrective math, or speech therapy.

The training program was conducted during March of 1967. It consisted of two-day training sessions conducted by specialists from the Bureau of Audio Visual Instruction. It was funded under Title I. Basically its purpose was to train the participating teachers in AV-TV teaching techniques and to furnish them with basic technical skills as well as a theoretical basis for using the equipment and materials provided with optimal educational results.

Description and Objectives of Program

The formal program objectives as stated in the Board of Education proposal were:

1. To change in a positive direction the pupils' attitudes toward school and education through the use of audio-visual resources.

2. To improve the abilities of teachers (corrective reading, mathematics and speech) of disadvantaged children in the effective use of audio-visual resources in the learning situation.

3. To increase the effective use of audio-visual resources in the learning situation of disadvantaged pupils.

4. To increase the interest of parents in the educational program through their awareness of the new audio-visual materials and techniques used in the learning situation of disadvantaged pupils.

The procedures for implementing these objectives were:

1. Intensive audio-visual instruction will be provided for Board of Education teachers who are engaged in nonpublic schools.

2. This instruction will be provided by licensed Board of

Education personnel, specializing in Audio-Visual Instruction.

3. Supportive instructional material will be distributed in the form of manuals and transparencies.

The proposal also contained a fuller description of the program, as well as the rationale for utilizing audio-visual teaching methods with culturally disadvantaged children which clearly place the program in its overall context.

General Description

This project is designed to insure effective utilization in the teaching-learning situation of the audio-visual resources provided under Title I and Title II of the Elementary and Secondary Education Act.

Licensed Board of Education personnel, specializing in audio-visual instruction, will conduct workshops to train Board of Education teachers, serving in Title I projects in designated nonpublic schools, in the effective utilization and proper maintenance of the audio-visual equipment provided under Title I Elementary and Secondary Education Act. This program is intended to provide intensified audio-visual instruction for a total of approximately 275 Board of Education teachers of corrective reading, corrective mathematics and speech therapy in 180 (Title I) nonpublic schools serving disadvantaged pupils. It has been found that disadvantaged pupils are most responsive to audio-visual modes of stimulation. While audio-visual modes are attractive to children in general, those who are retarded in skill subjects, especially in reading and mathematics, will manifest greater interest, motivation and attention to school work, and will open up new approaches for the teacher and for those pupils. The audio-visual equipment is designed to attain the important objectives of improving attention span, pro-

nunciation and enunciation, motivation and class behavior. By making instruction more vivid and concrete it is further hoped that pupils will develop better attitudes toward the school and its procedures and toward teachers. The New York City Board of Education is expanding its television broadcasting on Channels 13 and 25. Maximum utilization of these educational programs planned can be realized only with the best use of audio-visual equipment.

Evaluation

The proposal outlined plans for an evaluation of the program which would utilize data gathered through observation and the use of questionnaires.

The evaluation had as its objective to determine:

1. if the training program did improve the participant teachers' abilities in the effective use of audio-visual resources;
2. if the addition of audio-visual teaching devices and techniques improved the pupils' involvement and performance in the subjects taught.

The evaluators obtained information relative to both of these areas, in the most part from questionnaires received from 135 teachers who participated in the training program, and in part from personal interviews conducted with the project coordinators and with some district supervisors.

Contents of Training Program Summarized

The training program dealt broadly with the educational values

of audio-visual presentations, more specifically with their application to teaching the disadvantaged child, and in greatest detail with the optimal uses of the five pieces of audio-visual teaching equipment provided to the schools under Title I. The five items were:

1. Instructional Television
2. Overhead Projector
3. Filmstrip Projector
4. Phonograph
5. Audio Tapes and Tape Recorder.

In addition preparation of various lesson plans utilizing TV-AV equipment were developed and demonstrated, a variety of specialized materials were produced, and creative and imaginative uses of the materials were presented and explored.

Chapter II

FINDINGS

Teachers' Questionnaire

Questionnaires (developed for this study) were mailed to all 289 Board of Education teachers assigned to nonpublic schools under Title I.

Completed replies were received from 135 teachers -- a response rate of 47 per cent.

The questionnaire covered several areas relevant to the subject at hand. Data was collected on:

1. Teachers' appraisal of the usefulness, depth, completeness of the training program.
2. Teachers' appraisal of the program's strengths and weaknesses.
3. Teachers' appraisal of the effect of the AV-TV teaching equipment on their pupils, in terms of academic performance of general attitude toward learning and school.
4. Suggestions for improvements in future TV-AV teacher training programs.
5. The amount of previous teaching experience and the license status of the teachers.

The findings from the teachers' questionnaire should be read

and interpreted in the context of the following circumstances:

1. The training occurred late in the school year (March), not permitting the teachers much opportunity to use the equipment.
2. In some instances equipment was not received by the designated school even by the end of March. Though Bureau of Audio-Visual Instruction staff members made every effort to distribute materials from schools with too many pieces of equipment to those without any, some teachers reported not receiving the items in their schools.

For either or both of these reasons a considerable number of teachers did not use many or all of the pieces of audio-visual and TV teaching equipment.

Consequently the replies of those teachers about the effectiveness of the training they had received were more theoretical than practical, in as much as they had few occasions to test the training empirically. The same applies to their responses to questions relating use of the TV and AV teaching equipment to the pupils' academic and and social reactions.

Teachers' Evaluation of Training Program

What the teachers found "most helpful" in their inservice training program was "illustration of the use of various (AV) materials." Four fifths rated those helpful. Almost two thirds felt that "instruc-

tion-lectures" were most helpful. Only a third or less were as positive about the "pace of learning," "relevancy of learning," and "classroom discussion."

"Pace of learning" was the element drawing most criticism, here and in other parts of the questionnaire.

Table 1

Elements of Training Program Rated on Helpfulness

	Per Cents			
	Good	Fair	Bad	Don't Know
Illustration of AV materials	80.0	12.6	1.5	5.9
Instruction and lectures	63.7	21.5	6.7	8.1
Classroom discussion	36.3	28.9	7.4	27.4
Pace of learning	22.2	24.4	13.4	40.0
Relevancy of learning	31.1	31.1	3.2	34.6

Asked what they recalled were the primary objectives of the inservice AV training, the largest group (68 per cent) said "to give me teaching skills." Preparation of programs and preparation for one's own teaching role were each perceived as a program objective by about half the teachers.

Table 2

Teachers' Perception of Training Program Objectives

To give me teaching skills	67.9 per cent
To prepare me to develop programs	53.7 per cent
To prepare me in my specific work role	49.3 per cent
To help me understand the disadvantaged	14.9 per cent

Thirteen per cent listed other objectives, as summarized below:

To use latest AV techniques for my subject area;

To show us how to operate and effectively utilize AV equipment for teaching specific skills;

To demonstrate the uses of equipment the teacher may not be familiar with;

Skills in operating AV equipment and knowledge of what was available in AV equipment;

To show approaches through different media which can stimulate interest in learning (pupil participation)

To "convince" me of the importance of AV materials;

To meet requirements;

To make the learning realistic and apply it to life situations;

To help improve teaching techniques -- making them more effective;

To show ways of achieving variety in presentation of lessons;

To show us better methods of communication and motivational approaches.

Almost none of the teachers (less than one per cent) felt the training program achieved its objectives completely. Four out of ten felt it had met them "quite well," a slightly larger number felt it had only achieved some of the objectives, and three per cent felt it had not met any of them.

On a more subjective scale, the teachers' appraisal of the program was more positive. About 30 per cent had "liked" the AV training program "very well," an additional 54 per cent had liked it "fairly well." Only about 13 per cent disliked it somewhat or completely.

Table 3

Teachers' Estimates of Extent to Which Program Achieved Its Objectives

Completely	.8 per cent
Quite well	40.3 per cent
50-50	11.6 per cent
Some	44.2 per cent
Not at all	3.1 per cent

Table 4

How Well Teachers Liked The AV Inservice Training Program

Very well	29.8 per cent
Fairly well	54.5 per cent
Not so well	9.0 per cent
Not at all	4.5 per cent
I don't know	2.2 per cent

Judging from the teachers' own estimates (and in the absence of more empirical evidence), it may be said that the training program was quite successful in making the teachers better qualified for their posts. Three fourths of the teachers said their qualifications had improved through the training. Even if this were only an improvement in the way the teachers felt about themselves, this degree of increase in confidence is in and of itself noteworthy (particularly among such inexperienced teachers, as will be illustrated later).

Table 5

Teachers' Estimates of the Improvement of Their Qualifications

Improved	74.4 per cent
Same/not Improved	22.6 per cent
No Answer	3.0 per cent

Less than 30 per cent of the teachers felt that they would

use "all" or "much" of what they had learned in the classroom. The majority (52 per cent) felt they would utilize some of what they had been taught. Almost two out of ten said they would use little or none of the skills they had acquired.

Table 6

Teachers' Estimate of Amount of Material From The Training Program They Will Use

All	2.3 per cent
Much	25.8 per cent
Some	52.3 per cent
Little	14.9 per cent
None	4.7 per cent

The great majority (72 per cent) of the teachers felt that enough samples of AV material had been provided for and used in the training sessions; about 22 per cent felt there had not been enough sample material to work with. The majority also felt that the readings, books, and AV materials used in the training program were useful.

Table 7

Teachers' Appraisal of Amount of AV Sample Material Provided

Enough	72.4 per cent
Not enough	22.4 per cent
Uncertain	5.2 per cent

Table 8

Teachers' Appraisal of Usefulness of AV Training Materials

Useful	73.3 per cent
Not useful	9.2 per cent
Uncertain	17.5 per cent

Half the teachers felt that the training program was just about long enough -- neither too short nor too long. The other half, however, were divided in their reactions. Almost one-third felt that the training program was too long -- and about 18 per cent that it was too short.

It is likely that the reaction to this question is determined by the general level of teaching experience of the teacher. Those completely new to AV teaching techniques might feel the training period was too short -- the fairly experienced, initiated teacher experienced it as too long and repetitious.

Table 9

Teachers' Appraisal of Length of Training Period

Too long	31.1 per cent
Too short	18.2 per cent
About right	50.1 per cent
No response	.6 per cent

As for use of equipment in the classroom, the overhead projector was the piece of equipment used with the greatest frequency - 52.6 per cent reported using it more often than the other items listed. Ten per cent used tape recorders most frequently, and about 7 per cent named the filmstrip projector.

Table 10

Equipment Used With Greatest Frequency

Overhead Projector	52.6 per cent
Tape Recorder	10.4 per cent
Filmstrip Projector	7.4 per cent
Television	4.4 per cent
Phonograph	2.2 per cent
Too Late In term, No Answer, No Equipment	23.0 per cent

The teachers were asked to estimate the effect of increased use of TV-AV equipment on the achievement of their students. As noted earlier, in the case of some teachers this turned out to be a hypothetical question, since there had been no "increase" in the use of such equipment in their classrooms. This was true of the few schools where equipment had not yet arrived at the time of the evaluation (Spring 1967), or where it was in disrepair, stored out of reach of the teacher, or not introduced by the teacher because of the lateness in the school year.

Teachers' Observations of Effect of AV Instruction on Students

The teachers noted various behavioral changes in their students which they attributed to the introduction of the AV teaching devices. The most universally noted effect of the new equipment was an increase in attentiveness when listening or viewing, with 82 per cent reporting that effect (see Table 11). Also, use of the AV techniques stimulated more verbal activity - of various kinds - among the children. About 74 per cent of the teachers noted that their students participated more in discussions, 67 per cent that they asked more questions, and 66 per cent that they answered more questions. About half the teachers reported that the children showed a greater interest in a variety of school subjects: four out of ten observed more alertness and enthusiasm in problem solving and about the same proportion thought the children had become more purposefully self-directed in learning situations (see Tables 11, 12, and 13).

Even allowing a margin for a certain amount of overestimation of the positive effects by the teachers (because of their subjective involvement in the teaching situation), these figures indicate that the results of introducing AV equipment into the classrooms and of training the teachers in its uses have been gratifying. The disadvantaged students in the nonpublic schools were intended to be the ultimate beneficiaries of the AV teacher training program, and at least, in some measure, they have benefited (and one hopes will continue to do so) from it.

Table 11

Teachers' Observations of Effect of AV Instruction on Students
(Since the introduction of AV equipment)

Increased attentiveness when listening or viewing	81.7%
A greater willingness to practice skills or oral communication	54.8
More alertness and enthusiasm in problem solving	41.9
More purposeful self-direction in learning situations	38.7
More imagination and creativity in his approach to learning	37.6
More responsibility for friendly cooperation in group activity	30.1
More curiosity and willingness to probe "in depth"	29.0
More appreciation of good records, TV programs, filmstrips, and books	25.8
A development of a better self-image	25.8
Growth of self-expression	23.7
An increased application to reading	22.6
Greater personal and social adaptability	20.4
An increased desire to serve on AV squads	19.4
More concentration with less random reactions	17.2
A more relaxed emotional pattern, a greater self-discipline	15.1

Table 12

The Children Have:	
Participated more in discussions	73.3%
Asked more questions	66.7
Answered more questions	65.6
Shown a greater variety or a greater depth of interest in school subjects	50.0
Practiced more skills	45.6
Increased their working on follow-up activities	30.0
Related more out-of-school knowledges and skills to the curriculum	28.9
Done more investigating as individuals or in a group	15.6
Read more books	12.2
Performed more experiments	11.1
Read a greater variety of books	10.0
Played more records and shown filmstrips in their free time in the classroom	4.4

Table 13

The Children Show:

Increased skills in oral expression	52.3%
Greater ability in drawing of inferences due to comparisons	46.5
Increase in creative efforts as follow through activities	44.2
Increase in reading ability	39.5
Increase in mathematical skill	39.5
Increased ability to form concepts and use them in solving new problems	37.2
Increase in speech skills	32.6
Increased skills in handling modern methods of communication	31.4
More purposeful practicing of skills related to art, music, etc.	15.1
Increase in spelling ability	15.1
Gain in skills as scored by the Iowa Tests	5.8

Teachers' Perceptions of Program's Strengths and Weaknesses

Asked to identify what, in their opinion, was the program's greatest strength, the teachers' focus centered on the acquisition of mechanical technical skills and on the high caliber of the program staff. Specifically, 50.9 per cent listed as the program's greatest strength the fact that they had learned to use the machines, and had the opportunity to use them, while 31 per cent felt that the program's strong point was its "enthusiastic, pragmatic, understanding, excellent, knowledgeable" staff.

More than two out of ten teachers singled out "demonstration of the potential of the AV materials for my subject area and of creative classroom use and lesson plans." Another 18 per cent mentioned the great "variety of material and/or equipment which was demonstrated."

In all, 79 per cent of the teachers were able to point to a positive value in the training they had received.

Asked to specify the weaknesses of the program, 64 per cent of teachers were able to respond.

The largest single group of criticisms (32.2 per cent) concerned the unsuitability of the instruction to the teacher's subject area.

About 20 per cent mentioned the excessive length of the train-

ing program; 16 per cent limited opportunities to actually handle the machines.

On the whole it would appear that the training program did not suffer from any fundamental weakness. Some of the perceived weaknesses -- like "I don't have this equipment in my school" and "Program was given too late in school year" -- were not actually functions of the training program and could have been "deducted" from the total criticisms.

Subjects to Be Covered In Future Training Program

Asked for suggestions for future AV training programs, the largest group (48.1 per cent) of teachers requested "more specific work in my own subject area."

That was the only suggestion offered by a sizeable group. About one out of ten of those answering the question wanted a program to include "observations of lessons given with AV aides and of lesson plans," while an equal number wanted it to cover "how to prepare visuals and transparencies."

Characteristics of Teachers In Training Program

The teachers participating in the AV inservice training program had one of three teaching specialties: 49 per cent taught corrective reading, 40 per cent taught corrective math, 11 per cent were speech therapists.

The bulk of these teachers had very little teaching experience.

Table 14

Teachers' Perceptions of Program's Strengths

Learned to use the machines; opportunity to use the machines, etc.	50.9 per cent
Staff: excellent, pragmatic, enthusiastic, understanding, knowledgeable, etc.	31.1 per cent
Demonstration of the potentials of the AV materials for my subject area/of creative classroom use/of lesson plans	22.6 per cent
Great variety of material and/or equipment illustrated, demonstrated	17.9 per cent
Program was well-planned and organized	8.5 per cent
Discussion and exhange of ideas with other teachers; cathartic	7.5 per cent
Providing follow-up materials; information about resources available through the Bureau of AV Instruction	6.6 per cent
Chance to see teaching approaches of different staff members; team teaching	1.9 per cent
Being made aware of AV materials in the schools	.9 per cent
Small groups	.9 per cent

Table 15

Teachers' Perceptions of Program's Weaknesses

Everything was not appropriate for my subject area	32.2 per cent
Too long; too drawn out	19.5 per cent
Limited (or no) opportunity to actually use the machines	16.1 per cent
Not enough equipment and/or prepared materials	11.5 per cent
Lack of new ideas and imagination; boring, repetitious	13.8 per cent
I don't have this equipment in my school	11.5 per cent
Group was too large	9.2 per cent
Lack of resources (for transparencies, films, ed. TV. etc.)	8.0 per cent
Poor facilities	6.9 per cent
Too much lecturing	5.7 per cent
The staff, lecturers and speakers	5.7 per cent
Program was given too late in the school year	5.7 per cent
Tried to cover too much too quickly	3.4 per cent
Not enough assistant instructors	2.3 per cent
Not comprehensive enough	2.3 per cent

Table 16

Suggestions for Subjects to be Covered in Future AV Training Programs

More specific work in my own subject area	48.1 per cent
Observations of lessons given with AV aids and of lesson plans	11.7 per cent
How to prepare visuals and transparencies	10.4 per cent
Listings or bibliographies of available materials, films, prepared acetates; sources and evaluation	9.1 per cent
More demonstrations by experienced teachers	7.8 per cent
The role and uses of educational TV	7.8 per cent
Understanding the disadvantaged child and how to motivate him; classroom management and disciplines	7.8 per cent
More work with specific machines: overhead projector	7.8 per cent
Observation of real classroom situations	3.9 per cent
More work with specific machines:	
tape recorder	2.6 per cent
phonograph	2.6 per cent
movie camera	1.3 per cent
Other (each mentioned once: science, social studies, children's symphonies/operas)	3.9 per cent

Sixty per cent were just completing their first year of full time teaching. About 13 per cent had had one or two years of experience, almost as many had taught from three to four years. Only 15 per cent of the teachers had had five or more years of teaching experience.

This finding is significantly related to the success and effectiveness of the training program. In general, the amount of teaching experience amassed by teachers offers an important index when appraising the goals of an educational program. It is the position of the evaluators that effective use of audio-visual technology requires adequate understanding of teaching principles. The acquisition of audio-visual skills can supplement basic teaching techniques -- it can enhance and diversify them -- but it cannot serve as a substitute for them.

While it cannot be assumed that the amount of teaching experience is directly related to excellence in teaching, some actual experience in the classroom would be advisable for an individual to reap the anticipated benefits of a training program in audio-visual instruction utilizing a multi-media approach. That a teacher know his subject area and the needs and reactions of his pupils well would appear to be a necessary precondition for the inservice training these teachers were offered (as opposed to preliminary training).

Many of the neophyte teachers who participated in this program had also taken part in the Intensive Teacher Training summer pro-

gram offered by the Board of Education during the previous summer, which provided them with at least a measure of substitute experience.

Table 17

Years of Full Time Teaching Experience

Before June 1966

Years	
None	60.4 per cent
1 or 2	12.7 per cent
3 or 4	11.9 per cent
5 - 9	7.5 per cent
10 - 14	2.2 per cent
15 - 19	1.5 per cent
20 - 29	.0 per cent
30 or more	3.7 per cent

The overwhelming majority (97 per cent) of the teachers held other than regular teaching licenses. About half (47 per cent) were provisional substitutes, about 37 per cent were regular substitutes, and 13 per cent were conditional substitutes. Only 3 per cent held regular teaching licenses.

The question being raised at this point is whether providing teachers who had such limited experience and irregular certification with AV training represents the most efficient deployment of resources. This consideration is per se beyond the scope of the present

evaluation -- but it does bear on it and therefore should be taken into consideration in the institution of any future programs.

Evaluation of Program By Selected Program Personnel

Interviews were conducted with the three program coordinators -- one each for corrective math, corrective reading, and speech therapy -- and some of the district supervisors.

On the whole, all these respondents were very positive in their appraisals of the AV training program, feeling that it provided a much needed part of teacher training. Still, each of the coordinators mentioned some aspects of it that in her opinion needed improvement or revision. For instance, one coordinator felt that the training was very successful in teaching the handling and use of the machines, but that it did not fully convey the dramatic potential of applying AV techniques to the teaching of corrective math.

Another coordinator made the point that the tape recorder is a superfluous, unnecessary tool for a corrective math teacher, but the overhead projector is invaluable, while for the speech therapist the reverse situation is true. Training should be less generalized and oriented more to subject matter.

The consensus -- shared by the evaluators -- was that future training sessions should be more decentralized to achieve this. One session should be presented to all those program participants who are completely unfamiliar with the equipment, while other sessions be scheduled for each subject area to focus on the specific needs and tech-

niques of its personnel.

The respondents praised the training program for demonstrating excellent, varied, and imaginative lesson plans and creative uses of transparencies. The respondents also praised the follow up activties of the training program. During the course of the training sessions, teachers and other staff made suggestions and requests for specific transparencies. These were produced by the supervisor of the project and made available to the teachers. This follow up aspect of the program was found particularly beneficial by the evaluators since it connected training with the realities of classroom usage. Even though this follow up activity was beyond the original scope of the project, the product was of the very highest quality.

Conclusion

The data gathered in the course of the evaluation indicates that the training program in audio-visual techniques for teachers was well organized, useful, and fairly successful in achieving its objectives.

The extent of its success seems in some part to have been limited by factors beyond its control. The program was conducted too late in the school year to permit teachers to practice their newly acquired skills and to gain assurance and proficiency in their use (and to permit an empirical appraisal of the successfulness of the training).

There were also occasional shortages of equipment (due mostly

to inconvenient storage or nondelivery) which further decreased the teachers' opportunity for practicing what they had learned.

The lack of teaching experience of the majority of the teachers in the training program made them, in the opinion of the evaluators, less than the best targets for AV training. The reason for this is that ideally teachers should be in firm command of their craft before attempting to use the more exotic equipment and techniques inherent in the multimedia approach to teaching.

Beyond these observations the evaluator's appraisal of the program was generally positive. There was no doubt that the teachers emerged from the training sessions more knowledgeable about the potential of AV equipment for classroom use than when they had entered it. They also received basic instruction in the actual handling of the equipment. Given the time limitations of the program, it can be said it did a great deal to make the participants better equipped to utilize AV technology in classroom teaching.

Center for Urban Education
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New York, New York 10036

Title I Evaluation

EDUCATIONAL TV AND AUDIO-VISUAL TEACHER TRAINING PROGRAM

TEACHER QUESTIONNAIRE

Evaluation Chairman - James Morrison

This questionnaire is a follow-through to the Board of Education's Teacher Inservice Television and Audio-Visual Training Program held in March and April this year. You have had some time to think about what took place. This questionnaire will give you a chance to put some of these thoughts on paper. Your response will be helpful in measuring what was accomplished. It should also be of benefit to you in that it will provide a basis for designing future inservice training programs. Only the overall statistics will be included in the final report. Individual teachers will not be identified. The name of the respondent has been requested in order to have the total number of teachers participating in the program.

Mark the space below that is correct for you for each question. Mark only one answer for each question. You may omit any question which you would prefer not to answer, but please answer them all if you possibly can.

NAME_____

1. Your job title (closest approximation):

   _____A. Corrective Reading Teacher
   _____B. Corrective Mathematics Teacher
   _____C. Speech Therapy Teacher
   _____D. Other, please specify_____

2. As of June 1966, what was the total number of years of full-time teaching experience you have had? (Consider counseling as teaching experience.)

   ____A. None
   ____B. 1 or 2
   ____C. 3 or 4
   ____D. 5 to 9
   ____E. 10 to 14
   ____F. 15 to 19
   ____G. 20 to 29
   ____H. 30 or more

(2)

3. What type of teaching license do you have?

____A. Provisional Substitute
____B. Regular "
____C. Regular Teaching License
____D. Other_____

4. Which parts of this inservice training program do you think are most helpful? Check the most appropriate classification.

		GOOD	BAD	FAIR	DON'T KNOW
A.	Instruction - Lectures	_____	_____	____	_____
B.	Illustration of materials	_____	_____	____	_____
C.	Classroom discussion	_____	_____	____	_____
D.	Pace of learning	_____	_____	____	_____
E.	Relevancy of learning	_____	_____	____	_____

5. What is your present recollection of the primary objectives of the AV inservice training? (You may check more than one)

____A. To help me understand the disadvantaged.
____B. To prepare me in my specific work role.
____C. To prepare me to develop programs.
____D. To give me teaching skills
____E. Other_____

6. As you now see it, to what extent did the training program meet the above objectives you checked?

____A. Not at all
____B. Some
____C. 50-50
____D. Quite well
____E. Completely

7. In your work, how much of the ideas and methods will be used?

____A. All
____B. Much
____C. Some
____D. Little
____E. None

8. All things considered, how well did you like the AV Inservice training?

____A. Very well
____B. Fairly well
____C. Not so well
____D. Not at all
____E. I don't know

9. When you left the AV Training program, did you feel better qualified to do the job, or not at all qualified?

_____ A. Improved
_____ B. Not Improved
_____ C. Same

10. Did you feel the Inservice training was too long, too short, or about right?

_____A. Too long
_____ B. Too short
_____ C. About right

11. Were there enough samples of AV materials to work with?

_____ A. Enough
_____ B. Not enough
_____ C. Uncertain

12. Were the readings, books AV materials, etc., useful in the training program.

_____ A. Useful
_____ B. Not useful
_____ C. Uncertain

13. In the order of frequency, indicate by number which piece of equipment you use most often in your teaching. (Number 1 for the most used).

_____ A. Overhead Projector
_____ B. Film Strip
_____ C. Tape Recorder
_____ D. Television
_____ E. Phonograph

14. What was the effect of increased use of TV and Audio-Visual equipment on pupil achievement? (Check all the appropriate answers.)

_____ A. Increase in reading ability
_____ B. Greater ability in drawing of inferences dur to comparisons
_____ C. More purposeful practicing of skills related to art, music, etc.
_____ D. Increased ability to make concepts and use them in solving new problems.
_____ E. Increased skills in handling modern methods of communication
_____ F. Gain in skills as scored by the Iowa Tests
_____ G. Increased skills in oral expression
_____ H. Increase in creative efforts as follow through activities
_____ I. Increase in spelling ability
_____ J. Increase in mathematical skill
_____ K. Increase in speech skills
_____ L. No Increase

(4)

FROM YOUR TEACHING EXPERIENCE, WHAT IS THE EFFECT OF INCREASED USE OF AUDIO-VISUAL EQUIPMENT AND MATERIAL ON PUPIL INTERESTS AND ATTITUDES?
(Check all the appropriate answers)

15. Has the intrinsic motivation of well-used AV tools resulted in greater interest as evidenced in the following ways?

_____ A. Asked more questions?
_____ B. Answered more questions?
_____ C. Participated more in discussions
_____ D. Practiced more skills?
_____ E. Read more books?
_____ F. Read a greater variety of books?
_____ G. Investigated more as individuals or in groups?
_____ H. Performed more experiments?
_____ I. Played more records and shown filmstrips in their free time in the classroom?
_____ J. Increased their work on follow-up activities?
_____ K. Related more out-of-school knowledge and skills to the curriculum?
_____ L. Showed a greater variety or a greater depth of interest in school subjects.
_____ M. Did not show increase?

16. Has a greater involvement of the pupils in the learning process been evidenced by a change of attitude toward school work? Have they shown:

_____ A. Increased attentiveness when listening or viewing?
_____ B. A greater willingness to practice skills or oral communication?
_____ C. An increased application to reading?
_____ D. More alertness and enthusiasm in problem solving?
_____ E. A more critical attitude toward his speech patterns?
_____ F. More appreciation of good records, TV programs, filmstrips , and books.
_____ G. More concentration with less random reactions?
_____ H. More purposeful self-direction in learning situations?
_____ I. An increased desire to serve on AV squads?
_____ J. Growth of self-expression?
_____ K. More imagination and creativity in his approach to learning?
_____ L. More responsibility for friendly cooperation in group activity?
_____ M. More curiosity and willingness to probe "in depth?"
_____ N. Greater personal and social adaptability?
_____ O. A more relaxed emotional pattern, yet a greater self-discipline?
_____ P. A development of a better self-image?
_____ Q. No Improvement

17. What subjects and/or topics would you like covered in future AV teacher inservice sessions?

_____

_____

_____

_____

_____

18. Please include any comments you have about the training program, facilities, staff, and materials, etc.

_____

_____

_____

_____

_____

19. Please indicate the strengths and weaknesses of the Workshop which you attended (List in order of importance).

STRENGTHS	WEAKNESSES
A. _____	A. _____
_____	_____
_____	_____
B. _____	B. _____
_____	_____
_____	_____
C. _____	C. _____
_____	_____

Board of Education of the City of New York

E.S.E.A. - Title 1

Education T.V. & A.V. Equipment for Disadvantaged Pupils

SCHOOL_____DISTRICT_____CODE_____

ADDRESS_____BORO._____ZIP_____PHONE_____

PRINCIPAL_____OFFICE_____

GRADE SPAN_____PUPIL REG._____RM.& FLR.(STORAGE)_____

Type Equipment	Model no.	Serial no.	Location	Utilization
Overhead D.D.#____ O.H.#____				
Film Strip D.D.#____ O.H.#____				
Tape Recorder D.D.#____ O.H.#____				
Screens D.D.#____ O.H.#____				
T.V. D.D.#____ O.H.#____				
Phonograph D.D.#____ O.H.#____				

COMMENTS:_____

Initials_____Date_____

Abbreviated outline of subject content for Inservice AV Teacher Training Program developed by the Bureau of AV Instruction of the Board of Education.

1. INSTRUCTIONAL TELEVISION

Distributed 6 Transparencies and Booklet:
"Learning With Instructional Television"

A. Motivation - Showed kinescope of WNYE-TV program
(2 min. excerpts of 5 good TV programs spliced in one film, or 5 min. excerpt from their award winning kinescope, "Places in the News")

B. Unique Qualities of ITV - Transparency

C. Patterns of ITV in New York City -
WNYE-TV Channel 25 UHF
WNDT Channel 13 VHF
Schedule - Examine booklet, Pgs. A, B, C, D.
Manual for Teachers
- Examine front page--Transparency--back page (for points on utilization) of Manual--last page of booklet.

D. Setting up for Television in the Classroom -
Filmstrip (same name) distributed with guide to NYC public schools in Fall of 1963.
Location - TRANSPARENCY
Types of Sets - TRANSPARENCY
Tuning a Set - Demonstration
Trouble Shooting--repair--transparency

E. Guidelines for Teachers
Showed kinescope (T-V Teacher Training Series) "Using Television in the Classroom".
Trainees were asked to observe good practices in TV lesson.
Reinforce Learnings
1. Trainees Answered
2. Transparencies -
Selection -
Preparation
During the telecast
Follow-up Activites
Evaluation
3. Color slides - 10 classroom activities resulting from ITV.

F. The Supervisor's Responsibilities
Getting the Sets in Action
Maintenance--Repair Procedures
Teacher Training

2. OVERHEAD PROJECTOR

Distributed five transparencies and booklet.

A. Motivation - Used Overhead Projector to introduce the teacher, using different colored pencils, previously prepared transparencies, ("The old way of doing things, Visual Acuity, etc.")
Used part of kinescope to show classroom use in teaching mathematics or to stimulate reading.

B. OVERHEAD PROJECTOR NOMENCLATURE
Transparency - to demonstrate parts. Point to parts on projector.

Overhead Projector - placement
Transparency - Keystoning

C. Advantages in using the overhead projector
Transparency

D. Preparation of transparencies.
Used pencils, ink, color, symbols, tapes, textures, etc.
Techniques in use - opaque objects
Transparency - Transparent materials-plastics lucite,
Overlay,
Uncovering
Applications to various curriculum areas. Illustrate new courses wherever possible.

E. Sources of Materials

F. Use of Overhead Projector with
Tapes
Records
Musical Instruments

G. Use of Overhead Projector in
Team teaching
Large group instruction

3. FILMSTRIP PROJECTOR

Distributed 4 Transparencies and Booklets.

A. Motivation - Showed part of Kinescope on "Using filmstrip in classrooms". Project sections of various filmstrips in each curriculum area:
Social Studies
Language Arts
Science
Music

B. Planning to use filmstrips effectively - Transparency
Criteria for selection--
Types of filmstrips--
How to use filmstrips with different pupil groupings

C. Advantages of Filmstrip Projection - Transparency

D. Patterns of Utilization - Transparency

E. Parts of a filmstrip projector - Simple maintenance - Transparency

F. Using the filmstrip in conjunction with (a) tape, (b) record, (c) overhead projector, (d) as a follow up to a motion picture.

G. Preparation of a filmstrip using
35mm film & slides
pen F ½ frame camera

H. Preparation of a script for a locally produced filmstrip.
Need for Storyline
Location
Use in curriculum or to illustrate.
Motivate or preview a lesson.

4. PHONOGRAPH

Distributed 4 Transparencies* and Booklet;
"Teaching With the Phonograph"

A. Motivation - Played excerpts from selections of a few high quality records--in chosen fields--on various grade levels--suggestions--
Carrot Seed
Playtime with Music Required young child's response
Meet the Instruments - record-charts
Patrick Henry/Bill of Rights - dramatic record
Camel Who Took a Walk - record, filmstrip, book
Voices of the Satellites

B. Planning to Use Records
Selection - Very young
older grades
See pp. 2 and 5 of booklet for categories on BAVI Approved Lists. See BAVI Model List.

C. Using Records with the Very Young - Transparency on Teacher-Pupil Relationship. See Pre-K Curriculum Bulletin.

D. Improving Listening Skills
Set up Large Group-Listening Corner-Listening-Viewing Center
1. Transparency on placement of phonograph.
2. Demonstrate Record Player, Connection Box, Earphones as set up in a Listening Corner.
Getting the Class "Ready"
"During the Listening"
Follow-up activities
Evaluation -
Play a record-See pg. 7 for involving these teachers!

E. Using the Multi-Media Approach -
Play excerpt from Paul Revere & the Minute Men--Record, Filmstrip, Book
Transparency "Listening-Viewing-Reading" relationship

F. Care of Records - Transparencies

G. Changing the Needle
Transparency
Demonstration

H. Using the Record Player - Maintenance
Transparency for Parts
Demonstration on how to operate

I. Supervisor's Responsibilities
Making the phonographs available
Good Housekeeping
Teacher-Training

5. AUDIO-VISUAL TAPES AND TAPE RECORDER

Distributed Transparencies and Booklet,
"Audio Tapes & The Tape Recorder"

A. Motivation - Illustrated the use of various taped materials

B. Tape Recording Utilization (Transparency Activities on a Tape Recorder)
Tape Recording & the Teacher
Tape Recording & the Student
Teacher Preparation
Preparing the Student
Suggested Activities in Various Subject Areas

C. The Tape Recorder & Its Operation
Basic Controls - Transparency Controls on a T.R.
Maintenance - Exposed tapeheads and pressure pads of a tape recorder. Show with brush & cleaning fluid technique for cleaning "heads."
Threading the Tape Recorder - Transparency
Preparing the Tapes

D. Tape Recordings
Principles of tape recording
Some important Facts on Audio Recording Tape -
Passed around pieces of tape to illustrate oixide side and non-recording surface. Showed basic sizes of reels - 4", 5", & 7".
Care of Tapes - Transparency -
Also, the use of a silhouette technique showed steps on "splicing tape".

E. Variations of Tape Recorder & the Multi-Media Approach
Transparency

The Tape Recorder & the Phonograph
(Showed set up & cables for recording disks into tapes)
The Tape Recorder & the Radio
(Showed set up & cables for recording radio programs on tape) (Played an excerpt from a WNYE tape of a radio program.)
The Tape Recorder & Projectuals
(Showed a series of slides or a filmstrip with a pre-recorded narration) or (prepare a narration & present with transparencies you have been using to summarize proceedings.)

APPENDIX C

Staff List

Dr. James Morrison, Assistant Professor
St. Anselm's College
Manchester, New Hampshire

Karla Shepard
Research Assistant
Center for Urban Education

EVALUATION OF NEW YORK CITY TITLE I

EDUCATIONAL PROJECTS 1966-67

IMPLEMENTATION OF THE CAREER GUIDANCE CURRICULUM AND TEACHER TRAINING

By Thelma M. Williams

October 1967

The Center For Urban Education

33 West 42nd St., New York, N.Y. 10036

CENTER FOR URBAN EDUCATION

FIELD RESEARCH AND EVALUATION COMMITTEE

ESEA TITLE I EVALUATIONS

SUMMARY REPORT

Date: September 1967

Project: Implementation of the Career Guidance Curriculum and Teacher Training.

Evaluation Director: Dr. Thelma M. Williams
Senior Research Associate
Center for Urban Education

NOTE: To assist in the planning of Title I projects for 1967-8, this summary was prepared after the collection of all data but before the writing of the final report. The final report will contain a complete, detailed evaluation of the project.

IMPLEMENTATION OF THE CAREER GUIDANCE CURRICULUM AND TEACHER TRAINING

Project Description

The 1966-67 Career Guidance program was an expansion of a program for potential dropouts in the junior high schools. As described in the 1966-67 Title I project proposal, "the Career Guidance program is built around the concept of a 'school within a school'. Small classes of disadvantaged pupils were taught by teachers especially equipped to handle this type of pupil, using specially developed techniques." A guidance counselor assigned to the program would work exclusively to provide supportive services for the pupils and consultative services for the professional staff. New curricula were to be developed this year in areas not previously covered, and already prepared curricula would be expanded to include specific daily lessons. The new curricula would be implemented and the feedback used for continual revision.

The general aim of the Career Guidance program was to create a desire in the pupil to remain in school. This was to be achieved largely through intensive individual and group guidance, corrective work in reading and arithmetic, innovative and specific curricula, small class size, different school organization, and occupational information and job placement.

As of October 14, 1966, there was a total register of 2289 eighth- and ninth-grade students in the Career Guidance program, comprising the 156 special classes in 52 junior high schools in New York City. The expanded portion of the Title I funds for this year's program was concentrated in ten of these schools.

Description of the Evaluation

The evaluation was carried out by an interdisciplinary team whose goal was to determine the extent to which the program objectives and the techniques for meeting these objectives were met.

Interviews were held with the Director of Career Guidance and with the special personnel in six schools. Observers visited classes in these schools and were present at citywide orientation and training sessions. The curriculum bulletins were analyzed for appropriateness and quality of content. Pupil attendance, permanent records, and other data were available for 91 Career Guidance pupils in three of the ten schools that received Title I money for supportive services in 1966-67.

Although the original evaluation plan included an investigation of the effectiveness of the industrial arts program, the equipment for these shops was not ordered until April 1967 and was not available for use during this school year.

In addition, it was difficult to evaluate the implementation of the curriculum since use of the new curriculum was left to the discretion of the individual Career Guidance teacher.

The original design also included plans to study the teacher-supervisor training program. No such overall program was established; several orientation meetings were held and some study of these was undertaken.

The report does not analyze achievement or attitudinal data; no baseline scores were available and no control group could be matched to the Career Guidance pupils. Achievement tests results were not available on a consistent basis for the pupils in the program. The number of major subjects failed and the number of diplomas earned provided some indication of academic progress for a selected sample of students.

Findings and Recommendations

The findings may be summarized as follows:

1. There is no evidence that the Career Guidance staff members carried out recommended research on the nature and needs of the target group as a basis for planning curriculum.

2. Career Guidance classroom teachers and supervisors were not widely involved in the preparation of the new curriculum and materials. It is recommended that they be actively a part of this planning.

3. The new curriculum was not in widespread use until mid-year; even then teachers were not required to use the new materials.

4. In May and June 1967 five meetings were held with the Career Guidance teachers for the purpose of evaluating the new materials. Although valuable, these voluntary sessions do not constitute a program of teacher-training.

5. Supervision of the teachers was left to assistant principals who were already overworked. Supervisors should be specially skilled in teacher training and should have time programmed for this activity.

6. The five guidance counselors who were to be engaged under Title I funds were not used exclusively in counseling Career Guidance pupils.

7. About one-third of 91 selected students received diplomas at the end of grade 8, more than was expected on the basis of an examination of their previous records.

8. About 60 per cent of the students for whom complete records were available were rated by their classroom teachers as being better in conduct this year as compared with last year.

9. There were no apparent effects on school attendance attributable to the Career Guidance program.

In conclusion, the 1966-67 evaluation team did find slight advantages accruing to the pupils enrolled in Career Guidance. The evidence is by no means clear or definitive and may quite possibly be due to the halo effect produced by an enthusiastic program director inspiring a loyal staff to make the most of a weak, underdeveloped program.

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IMPLEMENTATION OF THE CAREER GUIDANCE CURRICULUM AND TEACHER TRAINING

Thelma M. Williams

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director

October 1967

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CHAPTER I - INTRODUCTION

This is the final report of the evaluation of the program, Implementation of the Career Guidance Curriculum and Teacher Training, Title I, for the 1966-67 school year. The researchers were charged with the responsibility for evaluating a new curriculum developed in each subject area for students assigned to classes in the Career Guidance program and for evaluating the teacher training and other administrative implementations of these curricula, including equipment for five industrial art shops.

The Career Guidance program had its origins in a concern for the psychological and social well-being of disadvantaged pupils. Junior high school eighth and ninth grade students in New York City were selected as a group for whom help would be particularly beneficial, these young people being at a point in their lives where decisions need be made that have crucial implications with regard to their education and vocation. The aim was to develop a new curriculum for students who were performing poorly in school (academically, socially, emotionally), and who would be likely to drop out of school at the age of 16, the earliest legal opportunity.

During the 1957-58 school year, Board of Education officials and principals worked to create a program for these students. In September 1958, six classes encompassing the seventh, eighth, and ninth grades,

were organized in five junior high schools. In each of these schools, a teacher was designated Curriculum Coordinator to work with teachers conducting these experimental classes and to assist them in the preparation of special materials. Occupations such as food handling or the garment trades were chosen as the areas of learning.

In September 1960, the Junior High School Division appointed a Job-Placement supervisor to provide part-time employment for youngsters who wanted to earn money while in school. A study of similar programs throughout the nation indicated that a new teaching approach was essential in every subject area if these students were to be rehabilitated and redirected. By September 1963, teaching guides specifically designed for Career Guidance were made available to all the junior high schools participating in the program.

A team of specialists in each of the curriculum areas contributed to eight teaching guides: Guidance and Job Placement, Language Arts, Speech, Social Studies, Science, Mathematics, Industrial Arts, and Office Practice. The subject matter developed, significantly shifted its emphasis away from the program's previous job-centered orientation and concentrated more on the skills and subject matter necessary for further study in high school.

Following a program review by teachers, supervisors and curriculum consultants, the eight teaching guides were revised and extended to include Social Studies II and Social Studies III and in 1966-67, the series contained ten guides.

Starting with the five junior high schools in 1958, the program was expanded to include 24 schools in September 1962. In February 1963, it

was expanded to include 30 schools, and by September 1966, 52 junior high schools were participating.

The Career Guidance program was introduced only into schools requesting it, and comprised, within each school, of a unit of three classes -- with a maximum of 20 pupils per class. As of October 14, 1966, there was a total register of 2,289 eighth and ninth-grade students in 156 special classes composed, almost completely, either of all boys or all girls. Jobs were made available for approximately one-third of the enrolled students.

Teachers were assigned to work exclusively with these classes. A full-time Guidance Advisor was assigned to every school and was to see the students in the program at least once every week, and to meet with each of the school's three classes for group guidance twice each week. In addition, an industrial arts teacher was assigned, full-time, to instruct the pupils in pre-vocational skills.

An assistant principal in each school was to act as liaison with the Career Guidance program Coordinator as well as to supervise all other aspects of the program in his school.

The purpose of the Career Guidance program was to create a desire in the pupil to remain in school. This goal was to be achieved through intensive individual and group guidance, corrective work in reading and arithmetic, specially designed curricula, specially equipped industrial art shops, special organization (small register, "school within a school"), job placement, and occupational information.

The official objectives of the program set forth in the application for Title I funds were:

1. To improve classroom performance in reading and other skill areas.
2. To improve the child's self-image and school attitude.
3. To increase expectations of success in school.
4. To improve the holding power of the schools.

The following objectives were added to the program after the proposal had been accepted:

5. To provide pupils with skills in entry level jobs for part-time work while they were in school.
6. To introduce pupils to pre-vocational skills which will whet their appetites for further training in high school.
7. To equip them socially and academically for purposeful living, should they decide to drop out of school in spite of the efforts of the program.

Students selected for the Career Guidance program were to meet criteria for inclusion as specified in the Board of Education Guidelines for the Career Guidance program, September 1965 (see Appendix B).

According to the Guidelines, the Career Guidance program was not devised for students who might profit from other special services offered by the Board of Education, such as CRMD, Non-English classes, or schools for Maladjusted and Emotionally Disturbed children. Essentially, the program was intended for children of normal intelligence who were chronic school failures and appeared likely to become dropouts from school.

Pupils entering the eighth grade had to be at least 14 years of age at the time of placement. Priority was given to students who had failed more than three major subjects; were absent more than 30 days

during the previous school year; and were held over more than twice since the first grade.

Evaluation Procedure

The evaluation was organized around three broad objectives: (1) study of the new curricula developed and the teacher training procedures employed, (2) assessing the implementation of the New York City Board of Education's plan to augment staff and equipment, (3) study of the behavior and achievement of pupils enrolled in the program.

A multi-discipline evaluation team was employed, composed of specialists holding advanced degrees in guidance, curriculum and teaching, special education, psychology, health education, social work, administration, sociology, science, and psychiatry. Most of the team members have been directly involved in programs for disadvantaged children in a variety of city, state, and private agencies and institutions.

Equipment and Staff Evaluation

By personal interviews, written questionnaires, and observations, the researchers were to account for the services of the five new guidance counselors; the class sizes; the quality and relevance of the new curriculum, and the utilization of the equipment for the five industrial art shops.

Curriculum Evaluation

The researchers were to evaluate the method by which the new curriculum guides had been developed as written documents. They were to evaluate curricular changes made, and their appropriateness for Career Guidance students. Also, they were to determine the extent to which new curricula

were actually being used by the teachers in the classrooms.

Teacher Training Evaluation

The researchers were to evaluate the program organized to train teachers, supervisors and other personnel, and the specific orientation or support obtained through in-service training.

Pupil Evaluation

The pupil evaluation was to provide a base for future qualitative evaluation of pupils' behavior and achievement as ascertained through achievement tests administered during 1964-65, 1965-66, and 1966-67. The evaluators were to conduct group interviews and study anecdotal and attendance records.

CHAPTER II - CURRICULUM EVALUATION

The project proposal contained two distinct references:

> It is proposed for this year that some new curriculum be written in areas not previously covered and that the already written curriculum be further developed to include specific daily lessons.
>
> The new curricula already written will be implemented and information on appropriateness will be gathered for use in revision for the next school year.

It is apparent that the Career Guidance curriculum was viewed as a flexible series of guidelines requiring continual modification, extension and revision. Teams of writers had been at work since 1965, however, a complete set of curriculum bulletins was still unavailable by the summer of 1967.[1] To ascertain whether this first part of the proposal was implemented, the evaluators considered the following statement, written by the Director of the Career Guidance program in February 1967, as being relevant:

> The new curricular booklets were not distributed from the printers till the end of November 1966. Little was done with them in the schools during the month of December because of the many holiday activities and programs. Thus serious attention was accorded beginning with the middle of January. Since these booklets cover approximately a year's work, the material therein can not be covered by the end of the school year.

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[1] There were, in effect, three types of new curricula: "revised," "new," and "emerging." The "revised" curricula were still at the printers as of May 1967; one of these, however, the Guidance and Job Placement handbook was available in galley proof. Six manuals, one each for language arts, science, industrial arts, social studies, and two for office practice -- a teacher manual and a pupil manual -- were published and distributed by November 1966. These "new" curricula had been written during the academic year 1965-66 under Title I funding. During the current year (1966-67), additional curricula were written.

Since it was difficult to establish which curricular materials were the specific effects of Title I funds for the school year 1966-67, it was decided to stress the fundamental issues of its total quality and appropriateness.

Specifically, the research team proposed to evaluate the development of the curricula as written documents by:

1. Assessing the qualifications of the curriculum writers;
2. Examining the methods and procedures of the curriculum writers;
3. Examining the theoretical and/or philosophical base for the content of the new curricula;
4. Assessing the relevance of its content to its stated objectives and to the students for whom it was planned.

To obtain information about the training and experience of the curriculum writers, the research team prepared "vita" sheets which the Director of the Career Guidance program was asked to distribute to the writers of the new curriculum. These forms were completed and returned by a sample of the curriculum writers who were currently working on the new curriculum materials.

A survey of the credentials and qualifications of those engaged in writing the curriculum suggests that very few were actually"curriculum specialists."

It was not always possible to ascertain clearly just which writers worked on the curriculum during the 1966-67 year -- the focus of the evaluation -- as opposed to those who completed last year's curriculum.

The units of the Career Guidance Series Resource Material for Teachers carry a section entitled "The Career Guidance Program" which sets forth the methods, procedures, and philosophy used in preparing the "new" curricula. A description of these procedures includes the following statements:

1. Curriculum specialists visited each of the schools that had been in the Career Guidance program from two to five years and studied the teacher-prepared materials in use, observed and conferred with the pupils in the classes, and interviewed teachers and supervisors to become oriented with the pupils' backgrounds, aspirations, cultures, interests, and needs.

   Workshop committees composed of teachers, advisors, and assistant principals were organized to work with each curriculum specialists. As the teaching material was developed it was tried out experimentally in selected schools and evaluated.

2. The subject matter developed departed largely from the job-centered themes and concentrated on the skills and subject matter necessary for further study in high school; less on theory and more on the functional and manipulative aspects of each subject area so as to present the pupils with true-to-life problems and situations.

3. The area of Office Practice was included to equip the pupils with immediate saleable skills for obtaining part-time jobs, and to motivate them toward further vocational work in high school.

4. Through a continuous program of evaluation by teachers, supervisors, and curriculum consultants, the teaching guides were revised and extended and the present series evolved: Guidance and Job Placement, Language Arts, Mathematics, Social Studies I, Social Studies II, Social Studies III, Speech, Science, Industrial Arts, and Office Practices.

Basically, the theoretical and/or philosophical foundation for the Career Guidance curricula is unchanged from the general and specific (for each subject area) descriptions provided in the 1965-66 evaluations of this program. The written statements of the Project Proposal, as

well as the introductory material in the Resource Guides set forth the philosophical base which argues the necessity for a new curriculum and specifies the content of that new curriculum:

> If these pupils are to be rehabilitated and encouraged to continue their education in the one year they spend in these special classes, a new and vital curriculum is essential. In every subject area (Guidance, Language Arts, Mathematics, Science, Social Studies, and Industrial Arts) the curriculum must be based upon the pupils' backgrounds, aspirations, and culture, and must challenge them by utilizing their present interests and future hopes for the world of work. New courses will be prepared to equip these pupils with immediately saleable skills necessary for obtaining a part-time job while in school, and to motivate them toward further vocational work in high school.[1]

And as already cited above:

> The subject matter [will be] concentrated...less on theory and more on the functional and manipulative aspects of each subject area so as to present the pupils with true-to-life problems and situations.[2]

In response to a questionnaire developed by the research team, the Director of the Career Guidance program indicated the present purpose and direction of the program (See Appendix B).

> The general aim of the Career Guidance program is to create a desire in the pupils to remain in school and to continue with their education (See Guidelines, 1963). We hope to attain this objective in the following ways:
>
> 1. Intensive individual and group guidance
> 2. Corrective work in reading and arithmetic
> 3. Specially-designed curricula
> 4. Special organization (small register, "school within a school")
> 5. Job-Placement and Occupational Information

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[1] Project Proposal 1966-67.

[2] Introductory statements of Career Guidance Resource Material for Teachers, 1966.

The specific objectives suggested by the Director were previously described.

The 1966 evaluation noted apparent contradiction in the two stated objectives of the Career Guidance program:

1. To keep students in school, and
2. To prepare students with immediate job competencies in the event they drop out of school.

Asked what she thought of that observation, the Director of the Career Guidance program in February 1967, responded: "I agree."

The research team did not agree with this two-pronged approach, believing these two objectives to be inherently incompatible.

The research team believed that it was necessary to create a clear-cut philosophic base, with which the curriculum writers could work. It is necessary for planners at the highest level to establish a clear priority between these two apparently divergent goals, the first one being to prevent school dropouts by helping these pupils to continue their education into the high school, and the second one being the preparation for the world of work for those pupils who are manifestly unable or unwilling to remain in school.

An examination of the content of the curriculum guides revealed that the lessons were creatively and artfully conceived as well as logically consistent. However, since their appeal is largely to the intellectual rather than the "functional and manipulative," it would seem that many of these lessons are inappropriate for the students defined in Career Guidance materials as the "target" group. Both in terms of difficulty and number of words presented, the vocabulary level of much of the subject matter of the curricula was certainly beyond the

ability of the students to be served. Data gathered by Career Guidance personnel set the average reading level of Career Guidance students at 4.8. The vocabulary control of the reading material suggested in the curriculum guides as appropriate for Career Guidance pupils does not reflect this finding. When vocabulary level is used as a criterion for comparison, the Career Guidance materials appear to be no different from materials regularly in use in other schools.

The underlying assumption of the writers of the Career Guidance curricula appeared to be that "manipulation of materials" (doing, practice, try-out, etc.) would result in giving students a knowledge of content areas similar to that which might be gained through discussion and through teacher demonstration. There is little research evidence to support such a contention. What evidence there is suggests that thought processes arise through language manipulation rather than through "manipulation of materials." The vocabulary load is crucial to ideational and abstract thinking.[1] Moreover, the research team believes that the student is incapable of benefiting from the "manipulation of materials" -- when instructions and explanations are framed in language beyond his reading comprehension level. Inspection of Career Guidance materials indicates that a high level of listening and reading comprehension is necessary for any meaningful application of these materials to "functional and manipulative" aspect of subject areas.

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[1]Basil Bernstein, "Social Class and Linguistic Development: A Theory of Social Learning," in A.N.Halsey, et al. (eds.) Education, Economy, and Society. New York: The Free Press of Glencoe, 1961 .

The use of the idea of "functional and manipulative" as the guideline in the writing of Career Guidance curricula would seem to be irrelevant if Career Guidance students lacked the basic communication skills of reading and writing, listening and comprehending. There may be a serious question as to whether or not these "new" or "revised" curricula promote learning at all when the prerequisites to this learning are precisely what the students lacked.

Teacher Training

The project proposal describes the calibre of teachers required for the Career Guidance program as follows:

> In addition, these classes are taught by teachers especially equipped to handle this type of pupil. These teachers work almost exclusively with the career guidance classes and have developed special techniques which are shared in group conferences. It is the essence of the Career Guidance program that these "difficult" pupils be handled in small classes by highly skilled and interested subject matter specialists.

However, this description contrasts with the image of the Career Guidance teachers that the curriculum writers evidently had in mind when they prepared their materials.

A mimeographed sheet from Language Arts, distributed at a workshop conference of curriculum coordinators held on February 27, 1967, made frequent reference to "inexperienced" teachers:

> The regular format lists goals, skills, concepts, and attitudes to be achieved. For the creative, experienced teachers this is enough. However, many of our teachers are inexperienced and many are out-of-license. For these teachers, a detailed format is necessary.

From Science, distributed on the same day:

> Each area contains structured lesson plans to assist the inexperienced teacher or the teacher teaching out-of-license...

Herein is the crux of the training issue: If the Career Guidance program attracted highly qualified "specialists," cursory orientation and superficial supervision might suffice. However, if it is the young and inexperienced and out-of-license teacher who is assigned to teach students who were chronic school failures, different procedures and intensity of training are required.

In assessing the implementation of the teacher training program, the evaluation team found many inconsistencies and confusions. The following are some key statements made by the Director of Career Guidance in response to the questions posed in a written questionnaire, as well as the researcher's discussion of these statements:

A. "No teacher-supervisor training has been set up for the program for this year."

In the Project Proposal under the rubric of "Program Procedures," item 4 asserts: "A program to train teacher-supervisor personnel has been set up." The Proposed Project Budget provided funds for "implementation and teacher training" allocating monies for 125 sessions at $14.80 a session and 125 sessions at $22.20 a session -- budgeting $4,625 for these training sessions. This sum, however, was allocated in the budget for payment of trainers. No provision had been made to fund payments to trainees due to basic problems that involved general Board of Education policy on paying trainees. At one time, the researchers were given to understand that training would eventuate with

the trainees being paid at the rate of $7.50 for each session attended. Ultimately, this idea was abandoned. When payments to trainees were reduced to $6.00 a session, when Saturday mornings were set as the time for the sessions, and when attendance was indicated as being voluntary -- it appeared not feasible to attempt a training program.

At this point, the "training" became "evaluation" set up through a series of meetings in a workshop-conference format in which, according to a bulletin issued by the director of the Career Guidance program:

> ...the general pattern for these meetings will be to have the chairman of each curriculum area act as moderator and have one or two of the teachers who have been using each guide present his specific reactions and experiences with the material in the guide. Each teacher will express his general reactions to the material, his specific handling of the lessons and/or units, additions that he has found helpful, resources which he has used, trips that he has found helpful, etc... The major portion of the conference will be open to comments, suggestions, and experiences from the teachers who attend the conferences.

In a report on the third of these meetings, held for Social Studies teachers of Career Guidance students, a member of the research team stated: "This group was young, eager, and licensed in its field. The men outnumbered the women by at least 12-1. They seemed most responsive to the larger task of relating to Career Guidance youth. Their attitudes towards their students were positive; they believed in their students' ability to learn. They seemed to be making intelligent use of the Social Studies III Curriculum Bulletin." The moderator, who was the principal writer, pointed out the logic of the format: Themes, key questions, suggested approaches, and suggestions

for student research and inquiry.

Some of the following points were made repeatedly by members of the audience: (1) The late arrival of the Bulletin (December) meant that some topics had already been taken up in the classes; (2) the materials were generally rated as good, but really "just as" or "more" appropriate for a "brighter" student; (3) textbooks, workbooks, graphic materials, and programed materials are needed; (4) though it is difficult to follow through to get "homework" from these youngsters, it is really necessary for the teacher to demand it for the students' growth, self-respect, and for good parent-school relationships.

This meeting exemplified the value of such professional exchanges, and made evident the urgent need for real teacher-supervisor training for those working with Career Guidance students. Because this kind of session was very successful, the research team believes the opportunity for holding many meetings for each group should be provided. The effectiveness of one such meeting is questionable.

B. The training of Career Guidance teachers is handled in each individual school by the Assistant Principal in charge during his weekly or bi-weekly meetings with the Career Guidance Team and/or by other methods he may use for this purpose.

It is questioned whether assistant principals with regular duties to perform, given yet another assignment such as that of supervising the Career Guidance program, can offer effective leadership in this area. Moreover, if the difficult and crucial task of training teachers in a special curriculum is shifted to the assistant principal, can we assume that, in each of the schools, the implementation of the program is proceeding with equal growth-producing supervision?

Are assistant principals themselves equipped to deal with the specialized problems of Career Guidance pupils?

The answers would appear to be negative in light of the observations of the researchers in their visits to schools.

The training session for assistants to principals planned for December 1966, was canceled because of an emergency and never rescheduled. Since the proposed agenda was later distributed, the researchers were able to assess the materials planned for the training program , and found these to be superficial and not sufficiently informative to enable assistants to principals to take over the effective supervision of a highly specialized program.

Briefing of Advisors

A conference for Career Guidance advisors was held on February 17, 1967 -- the first general meeting of this group in the academic year 1966-67, and as of May 1967, the only meeting. Much of the time was occupied in dissemination of basic and evidently necessary information on the varied facets of the program. These included attendance problems, details of ordering materials and supplies for shops, the importance of accurate attendance records and record keeping, the value of job follow-up as good employer-school relations, opportunities in foreign trade work, and an introduction to Science Research Associates' materials. The multiplicity and diversity of problems covered seemed to have the effect of leaving the audience a bit overwhelmed.

The vital question of articulation between junior high school and senior high school, in itself a complex matter, was placed among the other items on the agenda. Faced with a March 3 deadline for the submission of applications to principals of vocational high schools, the advisors were still most uncertain about basic procedures in the application process. Furthermore, the discussion appeared to be long overdue since this meeting was held in February and the Minutes of the Meeting indicate that, for "screened courses" students' applications "should be prepared as early as possible, as early as November."

It was the observer's impression that the speakers, including the Director of the Career Guidance program, the Director of the Bureau of Attendance, a Supervisor in the Bureau of Educational and Vocational Guidance, the Supervisor of Industrial Arts Shops, Job Placement Supervisor, and representatives of the New York Trade Expansion Council were all very enthusiastic and generally extremely knowledgeable about their respective programs. But the excitement that they might have generated in the advisors never materialized. The advisors seemed alternately bored, detached, and anxious to obtain specific information concerning day-to-day problems encountered in working with students. It was only in the discussion concerning articulation that the advisors began to participate. Some advisors cited guidance counselors who gave low priorities to the applications of Career Guidance students; one advisor suggested that some principals of receiving schools seemed prejudiced against Career Guidance students.

CHAPTER III

EQUIPMENT AND STAFF EVALUATION

The major item in the budget ($119,000.00) was requested to equip five industrial arts shops in order to implement the special industrial arts program in the career guidance classes. However, the industrial arts materials were not ordered until April 1967 and the shops will not be available for use during the academic school year 1966-67. The researchers were precluded from assessing the effectiveness of this part of the proposal.

Regarding the augmentation of staff allotted as a result of the 1966-67 federal funds, it is difficult to partial out the effects of funds allocated for staff. The amount specified for instruction in the budget was $51,205.00, but changes in implementation -- such as dropping the teacher training program -- made it difficult to check out the actual expenditures made for staff augmentation.

A statement in the general description reports that:

> ...There is a guidance counselor assigned to this program. This counselor works exclusively within the Career Guidance Program and provides supportive services for the pupils and consultative services for the professional staff.

Yet, in February 1967, the Director of Career Guidance indicated some changes evident in the implementation of this statement:

> ...Even though five career guidance counselors were assigned, in practice they do not service the career guidance pupils because they are needed for general counseling in the schools to which they are assigned. Therefore, a position for guidance advisor was retained in the said five junior high schools.

Even if one overlooks discrepancies in implementation, the basic issue of the level of competence and professional qualifications of the advisors came to the attention of the researchers. When researchers visited schools with career guidance programs they found most advisors trained in areas other than guidance. It was the considered judgment of the research team that the advisors were, with few exceptions, unqualified in guidance procedures, foundations, and practices.

Equipment and Staff Evaluation

School visitations were made to evaluate the degree of implementation of the 1966-67 project procedures and to obtain an impression of the total effectiveness of the Career Guidance Program.

Following are some of the researchers' notes on schools visited:

School "A": Neither principal nor teachers were available for interviews. Proper orientation in career or vocational guidance was lacking. The Career Guidance advisor stated that there was a problem with attendance and the pupils were having reading difficulties. No Spanish speaking teachers, advisors, or aides had been hired in this Spanish speaking neighborhood.

School "B": Opportunity was not provided for interviewing staff members nor for observing facilities. Asked whether she believed her school needed a Career Guidance Program, the assistant principal said that it did not, that her students were already properly motivated.

School "C": No remedial reading was available. There were four teachers for the program and three Career Guidance classes, with a total of 35 students. The teachers were interviewed and two classes observed. It was reported by teachers that there exists within the

school a high degree of hostility among all elements of the school -- regular staff, Career Guidande staff, and student body. Career Guidance was characterized by some teachers as a "dumping ground" for children with behavior problems. Teachers criticized Career Guidance textbooks as too advanced for their students and complained of insufficient material and equipment for their classes. More emphasis on remedial reading was recommended. Some teachers appeared to be interested in their students and to have a helpful attitude toward them, but felt frustrated by the lack of similar attitudes throughout the school. There was evidence of a limited orientation program for new teachers.

School "D": Individual tutoring (mostly in reading) was being done. An interest in the individual student prevailed with services of the social worker and other psychological personnel being utilized. Teachers identified pupils needing help and referred them to the appropriate clinical personnel for this help. Home visits were undertaken when needed. Generally, teachers appeared adequate and interested in their students. Teachers appreciated the small size of classes and requested more books.

School "E": The Career Guidance advisor was interviewed by the researcher and found to be enthusiastic, and apparently well qualified for her position. Much time was spent in securing jobs for Career Guidance students. The four teachers in the program were considered qualified on the basis of their credentials. Two of the teachers were judged to be exceptionally good, showing more than the usual interest and skill. The principal of this school stressed the need for continuity in Career

Guidance to extend from junior high school to senior high school with co-ordination and follow-up procedures established. This principal felt that whatever benefit the pupils gained in Career Guidance might be lost during senior high school years.

The summary statement by the research team members who visited the schools faulted the program on the following grounds:

1. Insufficient orientation and supervision of teachers.
2. Insufficient and inefficient use of Career Guidance curriculum materials.
3. Insufficient remedial reading services.
4. Curriculum materials generally presented on reading levels that were too advanced for the students.
5. Teachers often teaching out-of-license.
6. According to the Director of Career Guidance, the five counselors employed for the program out of Title I funds were being used for general school counseling with non-Career Guidance teachers and pupils.

On the basis of their critical evaluation, the research team made the following concluding statement:

Without a careful audit by an independent agency of the money and staff time appropriated for Career Guidance, it is not possible to determine whether the Title I money is actually being spent to supply new staff and services for the pupils in the manner described in the Title I proposal. Fiscal and personnel auditing procedures should be established for Title I programs and regular reports made to the research organization that is contracted to do the evaluation. Unless this is done, valid accounting cannot be accomplished.

CHAPTER IV - PUPIL EVALUATION

Effects of the Program

The project proposal included specific procedures to assess the success of the projected efforts of the pupils. The Standardized Metropolitan Achievement Tests were to be used to evaluate pupils' growth in reading and arithmetic. Academic achievement in social studies and science was also to be evaluated through standardized tests. However, two problems were apparent to the research team. First, augmentation of staff and introduction of new materials were scheduled to occur across the board to all pupils in the program. As a result, the project allowed for no basis of comparison or means of control within the affected schools insofar as pupil groups are concerned. It was found, that in attempting to evaluate achievement in relation to the stated objectives of the paper, the projects were not timed in such a manner that any clear base line data on affected pupils could be established prior to the addition of new services, to be used as a means of comparing progress.

The research team studied achievement data on 91 pupils(or 29 per cent) of the 315 pupils in the ten Career Guidance Schools receiving Title I funds for supportive services this school year. Pupils' case records were examined in three schools with Career Guidance classes. The sample consisted of all three classes in one school, the "best" and "poorest" in the second and a "typical" class in the third school. The purpose of the study was not only to examine results of achievement tests administered during 1964-65, 1965-66 and 1966-67, but also to

study anecdotal and attendance records as a base for future studies. In looking at this data, it became apparent that the data could not be used in the evaluation for these reasons:

Only 13 of the students had been recorded as having been tested over the three year period. There was no way of ascertaining whether they were typical students or among the more advanced. In addition, the fact that the 13 students who had been tested were from the same school made comparisons invalid.

Therefore, the researchers could not report any standard achievement test data results.

Two other indices of academic progress were utilized. The first compared the number of major subjects (i.e. mathematics, English, social studies) failed, after the Career Guidance Program was instituted with the number failed in the previous academic year. The second considered the number of diplomas, certificates, and transfers earned after the Career Guidance program was started compared to the number normally expected before the program was started.[1]

With respect to the major subjects failed, cumulative records for 80 students were studied for both 1965-66, and for 1966-67. (Records were incomplete for the remaining 11 students.) These 80 students failed 85 major subjects during 1965-1966, and 74 for 1966-1967, representing a decrease of 13 per cent after their year in the Career Guidance program.

[1]A diploma is awarded to pupils who achieve 7th grade reading level, and pass 4 of 5 major and 3 of 4 minor subjects in their ninth year. -- A certificate is awarded to pupils who achieve 6th grade reading level and pass 3 of 5 majors and 2 of 4 minors in the 9th year. -- A transfer is permitted from junior high school into high school for a pupil who is 16 years of age by September of a given school year.

Concerning the relative frequency of students receiving diplomas, certificates, and transfers, the following may be stated: Students' records through the seventh grade lead to the expectation that from 7.7 to 10.9 per cent of the 91 students would receive diplomas. In fact, 32.2 per cent of the 91 did. The expectation was that 35 to 45 per cent of the 91 students would receive certificates. In actuality, 13.2 per cent did. Approximately 50 per cent were expected to receive transfers, and, in fact, 53.8 per cent of the total sample of 91 did.

The most striking change is in the percentage of students receiving diplomas -- a three to four-fold increase. A smaller number received certificates than expected, these students evidently having received diplomas instead. Since the largest shift was from the Certificate to the Diploma category, it may be inferred that the Career Guidance program has its most beneficial effects with those students who have better academic records before entering Career Guidance, and therefore are the better students, relative to the total group in the Career Guidance program. If they were in the zone between getting a certificate and a diploma before Career Guidance, they tended to get the diploma. If they were closer to receiving a transfer upon entering Career Guidance, they still tended to receive transfers.

In contrast to the previous evaluative data discussed, where a pre-Career Guidance base line was available, no such base line data on personality and attitude variables was available for pre-post Career Guidance comparisons. Anecdotal statements appeared infrequently and on an unsystematic basis in the records of some students, and provided an

insufficient basis for evaluating the effect of the Career Guidance program on pupils' attitudes and self-images. Positive statements were rare, as the majority of these anecdotal entries were critical in nature.

Nothing could therefore be said directly about self-image and attitude toward school and education. However, the pupil records provided suggestive information relative to attitude and self-image changes. They took the form of conduct ratings. These ratings were available for both the Career Guidance period and the year previous to it on the records of 75 of the 91 students (82 per cent). They were contained on Career Guidance pupil profile forms and on the pupil permanent record cards. Forty-six of 75 students (61 per cent) achieved higher conduct ratings at the completion of the program than they had attained at the end of the prior year. Thirteen students (17 per cent) declined in conduct and 16 students (21 per cent) showed no change. Career Guidance advisors also evaluated behavioral improvement in this sample of 75 students and indicated that 55 students (73 per cent) had improved, seven students (9 per cent) declined, 13 students (17 per cent) made no change.

It is evident that Career Guidance advisors rated the students somewhat higher than teachers (74 per cent vs. 60.6 per cent, respectively), but both groups indicated that conduct had improved in over 60 per cent of the sample. Also increasing the ambiguity of the findings is the fact that no base line for conduct was available. It cannot be determined whether students moved from poor to fair, from fair to good, or from poor to good.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Although the basic purpose of Career Guidance was to promote the social, emotional, educational,and vocational adjustment of students who might become school dropouts at this period of their lives, the quantitative findings of this evaluation in terms of the fundamental objectives are inconclusive. A thorough analysis of the impact was not possible in the absence of control groups or appropriately and consistently administered tests for the three year period.

It is suggested that, in the future, the research team be consulted when the project proposals are being formulated. This might make it possible to include appropriate evaluational procedures within the initial conception and design of the project.

It was the desire of the researchers to assess the effect of the Career Guidance program in terms of behavior change, such as improved attendance, enhanced self-regard, higher aspirations, and higher achievement scores. However, such assessments depended upon the existence of data for comparison, control groups, or clear base line testing of the variables which represent the objectives of the project. In the absence of such research requirements, the suggestions remain largely the considered, but impressionistic, judgment of the evaluation team.

Curriculum Development

Much effort and talent has gone into the creation of curricular materials that are often imaginative, well organized, and innovative.

However, the researchers doubted whether the new curricula, regardless of their intrinsic quality, were appropriate for this particular student population. The issue which cannot be avoided is the low achievement level and inadequate academic competencies of the target population. A curriculum which may be used for a regular eighth grade class is inappropriate for a Career Guidance group. Hence, in terms of a hierarchy of needs, the researchers were of the opinion that the proposed curriculum does not address itself to the realities of the problem.

Some of the salient findings of the researchers are as follows:

1. There is no evidence that the Career Guidance staff members carried out recommended research on the nature and needs of the target group as a basis for planning curriculum development.

2. Career Guidance classroom teachers and supervisors did not appear to be widely involved in the preparation of the new curriculum and materials. The researchers recommend that they be brought into the planning at the beginning of any new materials or curricular changes.

3. Though the Title I proposal states that a "new and vital curriculum is essential" for Career Guidance and though materials were developed in order to implement such a curriculum, the Director of Career Guidance indicated that "serious attention" was not given to this matter until January 1967. In addition, teachers were not required to use the new materials. The researchers believe that teachers should be required to utilize the new curriculum designed for this program.

Teacher - Supervisor Training Program

The Title I proposal stated that "a program to train teacher-supervisor personnel has been set up" for the inplementation of the Career Guidance curriculum.

1. In May and June of 1967, five single-session meetings were held, each planned for Career Guidance teachers in a different subject area for the purpose of evaluating the new curriculum materials. However, not all of the materials had been tested or used and some were not available at the time of the meetings. Furthermore, these meetings were so delayed as to offer little help for the current school year. Valuable as such sessions might have been, they did not constitute teacher training.

2. An assistant pricipal in each school with a Career Guidance program was made responsible for teacher training in his own school. The assistant principals were to have been trained for this role during a citywide meeting in December 1966. This meeting was canceled because of an emergency, but not rescheduled.

It is clear that the training phase of the Title I project was not carried out. Teacher-supervisor training was not mandated, and the participants attended on a voluntary basis. Since many Career Guidance teachers are out of license, it was particularly important that a training program be established. It is suggested that a 3-day institute be organized for all Career Guidance teachers prior to the opening of school and that regularly scheduled seminars be held throughout the academic year.

Supervision is in the hands of assistant principals who are already overworked and not always sufficiently trained themselves to administer such a program. Specially trained supervisors are needed to provide the necessary leadership.

Augmentation of Staff, Equipment, and Services

Although more than half the Title I funds were earmarked for new

shop equipment, it was not until late April 1967 that procedures for ordering the materials were worked out. Naturally, these funds had no impact on the program for 1966-67.

The five counselors who were to be engaged for the program out of Title I money were being used for general counseling with non-Career Guidance personnel.

Without a careful audit, it is not possible to determine whether the Title I funds are actually being spent to augment staff, equipment and services in the manner described in the Title I proposal.

Pupil Achievement and Attitudes

The records of the 91 boys utilized for the evaluation were so incomplete (in late May 1967) as to render it impossible to make definite statements about the performance or improvement of these students.

On the basis of their previous academic records, all but seven to ten of the 91 Career Guidance students would have been expected to receive either certificates or transfers, rather than diplomas, at the end of the eighth grades. However, nearly one-third did earn diplomas. Over half (55 per cent) were given transfers. The major shift was from the certificate to the diploma category.

The total available evidence suggests that Career Guidance is probably of little academic help to most of the boys who fall below the certificate achievement level at the end of the seventh grade. However, it appears to be helpful to those boys who are at or above that level when they enter the program.

In the area of conduct, the records show boys received higher ratings by teachers at the completion of Career Guidance than they had received at the end of the previous year. The pupils' behavior ratings of the Career Guidance Advisors indicated that 74 per cent of the boys had improved.

Slightly more than half of the Career Guidance pupils included in this evaluation improved in their record of attendance during their year in the program. Nearly half regressed.

On the basis of conduct and attendance changes, it seems fair to conclude that Career Guidance is a positive and significant intervention in the school lives of between 50 to 60 per cent of the boys in the program. For the rest, it seems to have little positive effect.

For the boys who apparently were assisted by Career Guidance, there is no available evidence that it was due to Title I money. In order to determine this, a different type of research and evaluation needs to be carried out. A three-phase project is suggested. First, a comparable group of students who are not going into Career Guidance should be selected as a control group. Second, both the control and project students should be interviewed and appropriately tested during the late spring prior to the Career Guidance year. At this point, cumulative records should be checked and made as complete as possible. The interviewing and testing should be repeated during the program year, at its conclusion, and throughout high school.

Summary

A realistic appraisal should be made of the kind of program that should be provided for poorly motivated pupils or "pre-dropouts" within the period of one year. The researchers recommended that a full-scale attack, including trained guidance personnel, expert teachers, parental involvement, and appropriate and attractive curricular materials, could save these pupils from the dropout statistics.

The Career Guidance Program should restructure the "guidance" aspect of its program, first with a thorough study of its pupil personnel through a series of tests and evaluative techniques to identify those pupils with some scholastic potential, who must not be allowed to become "dropouts" and who can be remotivated into continuing their education into high school.

Its second major "guidance" emphasis should be concerned with the restructuring of the "image" of the Career Guidance Program, not as one stigmatized by association with failure but as one offering pupils a choice -- the possibility of utilizing this school year as a bridge or transition, either towards going on to high school or towards preparing for a work career, if continuing in school proves unfeasible.

For those pupils diagnosed as having the academic potential to continue their schooling, the curriculum must do more to involve them in the learning process. This means securing or creating materials geared to their reading levels. It means provision of content that seems functional and related to their out-of-school lives. Their curriculum should recognize the validity of the original project objectives 5 and 6 (5. providing pupils with skills for part-time work while attending school; 6. introducing pupils to pre-vocational skills which will be further developed in high school.)

For the other pupils recognized as being in their terminal school year, the program should be definitely pre-vocational in orientation. Emphasis should be placed on upgrading reading and mathematics skills, through individualized teaching techniques. Subjects such as office practice, industrial arts and the development of skills that seem directly related to their future working lives should be emphasized.

It is suggested that instead of the current emphasis on detailed lesson plans and curriculum materials, greater attention be paid to defining the appropriate educational goals for "disadvantaged" students. The focus perhaps should be on understanding the learning styles of such students rather than on producing teaching materials. The Career Guidance Program has, in its way, recognized these implicit goals by its emphasis on communication skills, and on the need to develop ego-strength and improved self-concepts of its students.

In conclusion, the 1966-67 research team did find some apparent advantages accruing to pupils enrolled in Career Guidance. The evidence is by no means clear or definitive. It is quite possible that an enthusiastic Program Director inspired a loyal staff to make the most of an undeveloped program.

Appendix B - INSTRUMENTS

IMPLEMENTATION OF THE CAREER GUIDANCE CURRICULUM
AND TEACHER TRAINING

List of Instruments

Introduction Letter	B1
Vitas of Curriculum Writers	B3
Parent Introduction Letter (English)	B6
Parent Introduction Letter (Spanish)	B7
Parent Questionnaire (English)	B8
Parent Questionnaire (Spanish)	B12

CENTER FOR URBAN EDUCATION
33 West 42nd St.
New York, N. Y. 10036

Date: February, 1967

Mr(s).
Principal
School
Address

Dear Mr(s):

As you know from General Circular No. 6, 1966-67, of the Board of Education, we have been assigned to evaluate the_____program in the elementary, junior, and/or senior high schools.

The first phase of this study was completed in the spring of 1966. The second phase will be conducted during the next few months.

As a participant in the Program, your cooperation is vital and is earnestly enlisted. We are all too conscious of the imposition on your limited time and can only assure you that we will do our utmost to complete our work at your school as quickly as possible and with a minimum of disturbance.

The basic plan calls for visits by a team of people. The leader of this team is _____. All further contacts with your school in reference to the above project will be made through him.

Attached is a list of questions often asked by principals last spring. We hope our answers will be helpful. If you have any other questions, please do not hesitate to call me at 244-0300, extension 34.

Thank you kindly for your cooperation.

Respectfully yours,

Thelma M. Williams, Ed. D.
Director Special Education Evaluations

CENTER FOR URBAN EDUCATION
33 West 42nd Street
New York City 10036

February, 1967

M E M O R A N D U M

TO: Mrs. Gida Cavicchia, Coordinator, Board of Education of the City of New York

FROM: Thelma M. Williams, Director, Special Education Evaluations, Title I and The Curriculum Team (Implementation of Career Guidance and Teacher Training -- 024)

In order to prepare its report under Title I, the Curriculum Team requests that all program writers, supervisors, and consultants who participated in the development of new curricula submit through you a vita (biographical data). It will be helpful if all of these are submitted in about the same form. The attached sheet is a suggested outline for the appropriate information.

VITA

NAME _____ SCHOOL _____

HOME ADDRESS _____ ADDRESS _____

TELEPHONE _____ TELEPHONE _____

License(s) Held And/Or State Certification

_____ _____

_____ _____

EDUCATION

Degrees Held	Major (or specialization)
Bachelor's (or equivalent)	_____
Bachelor's	_____
Bachelor's (plus 1-14 points)	_____
(plus 15-30 points)	_____
Master's (equivalent)	_____
Master's	_____
Master's (plus 1-14 points)	_____
(plus 15-30 points)	_____
Other (please specify)	_____

EXPERIENCE

Teaching or Other Related Experience

Dates	Level	Subject
_____	_____	_____
_____	_____	_____
_____	_____	_____

Experience Other Than Teaching

Dates	Title	General Description
_____	_____	_____
_____	_____	_____

ANY OTHER INFORMATION WHICH YOU CONSIDER RELEVANT (e.g., professional associations, publications, consultantships, honors, etc.) Use other side of the page if necessary.

Describe briefly the contribution you made to the writing of curricula for Career Guidance.

State as specifically as you can which parts of a curriculum or which curricula you wrote.



Committee on Field
Research and Evaluation
Title I

May 4, 1967

Dear Parent:

This will introduce_____, a representative of the Center for Urban Education of New York City who is responsible for evaluations of some of the programs in the New York City public schools.

We are asking a selected number of parents how they feel about the schools their children go to. We are interested in what changes, if any, they would like to see made to improve the quality of education that their children receive.

Your name was selected at random among the parents in the school that your child or children attend. Any information you may give will be kept in complete confidence, and the fact that we talked with you will never be made known.

Thank you for your cooperation.

Very truly yours,

Thelma M. Williams

Thelma M. Williams, Ed.D.
Chairman

TMW/mi

Special Education Evaluations

CENTRO DE EDUCACION URBANA
33 West 42 Street
New York, N. Y. 10036

Mayo 4 de 1967

TITULO I

Evaluaciones Especiales Sobre Educacion,

Dra. Thelma M. Williams, Directora

Estimada Madre (Padre):

Esta carta es para presentarle a la Sra. (Sr.)_____ quien representa al Centro de Educacion Urbana, entidad responsable de evaluar algunos programas de las escuelas publicas de Nueva York.

Hemos escogido un numero de padres para preguntarles sus opiniones con relacion a las escuelas de sus hijos. Interesamos saber los cambios que Vds. desean, que se efectuen con el proposito de mejorar al educacion de sus hijos.

Su nombre fue seleccionado para que Vd. sea entrevistado. La information que Vd. nos de sera confidencial y nunca se revelara el hecho que Vd. hablo con nosotros.

Gracias por su cooperacion,

Sinceramente,

T.M. Williams

Thelma M. Williams, Ed. D.
Chairman

TMW:mo

Special Education Evaluations

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Committee on Field
Research and Evaluations
Title I

Dr. Thelma M. Williams
Evaluation Chairman
May 4, 1967

Special Education Evaluation

Parent Questionnaire

Evaluation form to be used in interviewing of parents with children in Junior Guidance, Special Guidance, Career Guidance or Special Schools.

Instruction to Interviewer: Please check "yes" or "no" or fill in answers where indicated. Write any comments you wish to make on the back of last page.

Information Data:

1. Name of student:_____

2. Address:_____

3. School:_____Address_____

4. Name of parent or guardian (the interviewee):_____

_____

5. Address:_____
No. Street Apartment Zip Code

_____
Borough Telephone No.

6. Relationship of person interviewed to student:_____

*Warm up Items

a) How long have you been in New York?_____

b) Has_____been with you all this time? (Yes) or (No)
(name of child)

If no (1) How ling has he/she been in New York?_____

(2) Where did he/she live before coming to New York?_____

1. In what school is your son (daughter)?_____
(Name or Number)

2. (a) In what grade?:_____

(b) How old is your son/daughter?:_____

3. Who is his teacher?:_____

4. What school was he in last year?:_____

5. What grade was he in?:_____

If child was transferred, how did the transfer take place? (Was there a hearing, was the parent told the reason for the transfer?)

_____

_____

_____

_____

6. Is there anything different about your son's/daughter's class or school this year as compared with last year? No ( ) Yes ( ) In what way is it different?:

_____

_____

_____

7. Did you get any information, not mentioned above, about his school this year? No ( ) Yes ( ), what and from whom?

_____

_____

Parent's Name_____
Interviewer's Name_____

Dr. Thelma M. Williams
Evaluation Chairman

Parent Questionnaire
May 4, 1967

8. In your opinion has there been any improvement in his/her attitude (way of acting, study habits) at home this year? No ( ) Yes ( )

   In What ways?_____

   _____

   _____

9. In your opinion, have there been any improvement in your child's behaviour (way of acting) at school this year? No ( ) Yes ( )

   In what ways?_____

   _____

   _____

10. In your opinion has there been any improvement in his/her school work? No ( ) Yes ( ), in what ways?

    _____

    _____

    _____

11. What contact have you had with school this year?_____

    _____

    _____

12. Do you attend Parent Teacher Association meetings?
    No ( ) Yes ( ) 1 or 2 ( ) 3 or more times ( )

    If not, why not?:_____

    _____

Parent's name_____

Interviewer's name_____

Dr. Thelma M. Williams
Evaluation Chairman

Parent Questionnaire
May 4, 1967

13. Do you visit the school? No ( ) Yes ( ) 1 or 2 ( ) 3 or more times ( )

What initiated the visit (asked you to come)?:_____

Did you go because you were called or received a letter? Yes ( ) No ( )

14. Is there someone in your child's school with whom you can talk about his/her progress (how he/she is getting along)?: No ( ) Yes ( )

Whom?_____

When did you last talk to this person?:_____

Were you helped?: Yes ( ), How?:_____

No ( ), Why?:_____

15. Does you child use any special school services? Yes ( ), What kind?:

_____No ( )

16. Does your son/daughter talk over with you what he wants to do to make a living (i.e. goal)?: No ( ) Yes ( ). Do you think the school is helping him/her so that he can achieve his future goal?: No ( ) Yes ( )

17. In general are you satisfied with the help your child is getting in school?: Yes ( ) No ( ), what additional help do you think he/she needs?:

_____

_____

_____

18. How do you think the additional help should be provided?:

_____

_____

Name of Interviewer:_____

Address:_____
No. Street Borough Zip Code

Phone No:_____

Date:_____

Parent's name_____

Translation of Parent Questionnaire

Centro de Educacion Urbana
33 West 42nd Street

Titulo I - Evaluaciones Especiales Sobre la Educacion

Dra. Thelma M. Williams - Directora

Cuestionario Evaluativo para los Padres

Para ser usado al entrevistar a los padres de los ninos matriculados en los Programas de Orientacion Especial, Orientacion de Carreras Profesionales, y Orientacion en la Escuela Intermedia.

Instrucciones para el que entrevista:

Por favor, marque la palabra Si, o No, o llene el espacio en blanco segun sea el caso. Escriba sus comentarios al dorso de la ultima pagina.

Cuestionario para los padres

Informacion

1. Nombre del estudiante_____

2. Direccion_____
   # Calle

   _____
   Borough Zip Code

3. Escuela_____

4. Nombre del padre o guardian (el entrevistado)_____

   _____

5. Direccion_____
   # Calle Apt.

6. Parentesco de la persona entrevistada con el estudiante_____

   _____

   Nombre del que entrevista_____

   Nombre del padre, madre o guardian_____

Preguntas Informales Para Establecer una Relacion

a) ?Cuanto tiempo hace que Ud. esta en Nueva York?_____

b) ?Ha estado _____ con Ud. todo el
(nombre del estudiante)
tiempo? Si_____ No_____.

1. ?Cuanto tiempo ha estado el (ella) en Nueva York?_____

_____

2. ?En donde vivio el (ella) antes de venir a Nueva York? _____

_____

Cuestionario para los Padres

Preguntas:

1. ?En que escuela estudia su hijo o hija? _____
(nombre o numero)
2. a) ?En que grado esta su hijo? _____

b) ?Que edad tiene su hijo? _____

3. ?Quien es su maestro o maestra? _____
4. ?En que escuela estaba su hijo(a) el año pasado?_____
5. ?En que grado estaba el o ella el año pasado? _____

Si hubo algun cambio, ?como ocurrio dicho cambio?_____

_____

?Hubo alguna vista, fue notificado el padre de esto y de las razones del cambio?_____

6. ?Hay algo distinto este año sobre la clase, o escuela de su hijo(a), comparado esto con el año pasado? No___Si_____ ?En que consiste la diferencia?_____

?Quien le informo sobre ello? _____

_____

Nombre del que entrevista _____

Nombre del padre, madre o guardian _____

7. ?Ha recibido Ud. alguna informacion, no mencionada antes, sobre la escuela de su hijo(a) este año? No_____ Si_____

   ?En que consiste esta informacion?

   _____

   _____

   ?De quien la recibio? _____

   _____

8. En su opinion, ?ha habido algun progreso o mejora en la actitud de su hijo(a) (habitos de estudio, forma de comportarse, de relacionarse) en el hogar en este año? No_____ Si____?En que consiste este progreso?

   _____

   _____

9. En su opinion, ?ha habido algun progreso o mejora en el comportamiento de su hijo(a) en la escuela este año? No_____Si___?En que consiste este progreso?_____

10. En su opinion, ?ha habido algun progreso en el trabajo escolar de su hijo(a) No_____Si_____?En que consiste este progreso?

    _____

11. ?Que contacto ha establecido Ud. con la escuela este año?

    _____

12. ?Asiste Ud. a las reuniones de Padres y Maestros de la escuela? de su hijo(a)? No_____?Por que no? _____

    _____

    Si_____?Con que frecuencia? _____

    Nombre del que entrevista_____

    Nombre del padre, madre o guardian_____

13. ?Visita Ud. la escuela? No____?Por que no?

Si____?Con que frecuencia?_____

14. ?Hay alguien en la escuela con quien Ud. puede discutir el progreso escolar, conducta, o problemas de su hijo(a)?

No_____Si_____?Quien es esta persona?_____

?Cuando fue la ultima vez que hablo con esta persona?_____

_____

?La ayudo esta persona? No_____?Por que no?_____ Si_____

?Como la ayudo_____

_____

_____

_____

15. ?Utiliza su hijo(a) algun servicio escolar especial? No_____

Si_____?Cual o cuales?_____

_____

16. ?Discute su hijo(a) con Ud. sobre lo que quiere ser el (ella) en el manana? (meta, aspiraciones?) No____Si____ ?Piensa Ud. que la escuela esta ayudando a su hijo para que mas tarde el pueda lograr sus aspiraciones? No____Si____

?En que forma la escuela ayuda a su hijo(a) en esto?_____

_____

17. En general, ?esta Ud. satisfecho con la ayuda que su hijo(a) recibe de la escuela? No____Si____ ?Que otra ayuda piensa Ud. que el (ella) necesita?_____

_____

_____

Nombre del que entrevista_____

Nombre del padre, madre o guardian _____

18. ?Como, segun Ud., esta ayuda puede ser provista (dada)?

_____

_____

_____

Nombre del entrevistador:_____

Direccion_____
Calle Apt.

_____
Borough Zip Code

Numero de telefono:_____
Hogar Oficina

Fecha de la entrevista_____

Nombre del padre, madre o guardian_____

APPENDIX C

Staff List

Dr. Thelma M. Williams, Evaluation Chairman
Senior Education Associate
Center for Urban Education

Dr. Maria Angelica Bithorn
Consultant, Progresso Para El Viejo Chelsea
Bureau of Social Services
Department of Relocation
City of New York

Miss Edith G. Clute
Parent Education Consultant
New York City Health Department
City of New York

Mrs. Marcella E. Knights
Former Social Worker
New York City Department of Welfare

Dr. Gilbert Levin
Assistant Professor of Psychiatry
Albert Einstein College of Medicine
City of New York

Dr. David Mann
Psychoanalyst
Albert Einstein College of Medicine
and Montefiore Hospital
City of New York

Dr. Frederick A. Rodgers
Assistant Professor of Education
New York University

Mr. Lazarus Ross
Retired Junior High School Principal
New York City Board of Education

Dr. Don O. Watkins
Associate Professor and Associate Director
of Teacher Education
Brooklyn College
City University of New York

Dr. Israel Zwerling
Director, Bronx State Hospital
Professor of Psychiatry
Albert Einstein College of Medicine
City of New York

EVALUATION OF NEW YORK CITY TITLE I

EDUCATIONAL PROJECTS 1966-67

SPEECH THERAPY FOR DISADVANTAGED PUPILS IN NONPUBLIC SCHOOLS

By Seymour Rigrodsky

September 1967

The Center For Urban Education

33 West 42nd St., New York, N.Y. 10036

CENTER FOR URBAN EDUCATION

FIELD RESEARCH AND EVALUATION COMMITTEE

ESEA TITLE I EVALUATIONS

SUMMARY REPORT

Date: July 31, 1967

Project: Speech Therapy for Disadvantaged Pupils in Non-Public Schools

Evaluation Director: Dr. Seymour Rigrodsky, Associate Professor
Teachers College, Columbia University

NOTE: To assist in the planning of Title I projects for 1967-8, this summary was prepared after the collection of all data but before the writing of the final report. The final report will contain a complete, detailed evaluation of the project.

SPEECH THERAPY FOR DISADVANTAGED PUPILS IN NON PUBLIC SCHOOLS

This project was designed to provide speech therapy for disadvantaged pupils who have the handicap of defective speech. "Defect" in this sense refers to speech anomalies that interfere with communication and are severe enough to cause anxiety for the child and render him conspicuous. There were 152 schools in the program.

Evaluation Design:

Comparison was made between recommended procedures (state and local requirements, American Speech and Hearing Association suggestions, literature, etc., and the methods used in this program. This represented an evaluation of the entire method of operation including screening procedures, diagnostics, placement, therapy group size, and facilities.

A questionnaire was sent to speech teachers soliciting opinions regarding every aspect of the entire program. Thirty responses out of a possible 38 were received and analyzed.

Interviews of speech supervisors and the director of the program elicited their opinions as to the effectiveness of the program and the problems they faced in preparing and administering it.

Five trained speech pathologists observed therapy in 17 schools. Visits usually included observation of at least two therapy sessions. A clinical rating scale was developed and used in these observations. The schools chosen for observation represented Catholic, Jewish, and Protestant schools. These schools were located in the Bronx, Manhattan, and Brooklyn.

Findings and Recommendations

1. The program meets the minimum requirements established by most states for size and group, length of session, physical facilities, and

equipment.

2. The program appears to be adequately administered in terms of speech teachers' assignments to schools, scheduling of children, attendance, record-keeping, and lesson-plan writing.

3. The percentage of children identified as being in need of speech therapy services (8.3 per cent of the population of the 152 schools served) was higher than the reported national average of approximately 5 per cent. This higher figure is understandable, considering that the population surveyed was a disadvantaged one.

4. Diagnostic testing was limited to formal testing of articulation with clinical judgments of voice quality, loudness, rate, and rhythm. There is a need for more comprehensive diagnostic procedures.

5. The information derived from the questionnaire indicates that referrals of many types were made. Speech teachers apparently were aware of ancillary services and took advantage of them.

6. The reported number of children who have been discharged from therapy, although somewhat lower than the expected national averages, is an indication of an effective program.

7. According to the national average of teachers per school, the speech teachers in this program were each serving a reasonable number of schools.

8. The average caseload per speech teacher (200) was somewhat higher than the national average. Because the figure of 200 combines part-time and full-time speech teachers, a further analysis of caseload was done based on the number of schools served. The average caseload of those speech teachers serving from five to eight schools inclusive was approximately 255. The average caseload of those speech teachers serving from two to four

schools inclusive was approximately 113. These figures would indicate that the speech teachers were carrying too heavy a case load.

9. Evaluation by trained observers indicated that the therapy sessions were well organized, utilized appropriate visual aids, and held the interest of the younger children. However, there is a need for therapy programs designed for older children.

10. Although there was flexibility in therapy approach, most of the speech teachers used the procedures described in the Curriculum Guide of the Bureau of Speech Improvement. Considering the limited experience of many of the therapists, there is a definite need for exposure to a broad variety of principles of therapy. This could be accomplished by means of lectures and demonstrations given by outstanding professionals in the metropolitan area. This would enrich the existing in-service program.

11. Supervision of all the speech teachers was carried out by the director of the program and one clinical supervisor. There is a need for additional supervisory personnel. Establishment of speech and hearing centers in areas throughout the city would permit the assignment of one or more therapists to each area in order to provide individual therapy for the more severely troubled children. Each area should be administered by a supervisor in order to improve all aspects of the speech program.

12. Classroom teachers, other school personnel, and parents of children in the program need more information concerning the purpose of the speech therapy program. Orientation programs are needed for both school personnel and parents in order to describe the purpose of the program.

Center for Urban Education
33 West 42nd Street
New York, New York 10036

SPEECH THERAPY FOR DISADVANTAGED PUPILS IN NONPUBLIC SCHOOLS

Seymour Rigrodsky

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director

September 1967

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	Appendix B: Instruments	B1
	Appendix C: Staff List	C1

I. PURPOSE OF THE PROJECT

This project is designed to provide therapy for disadvantaged pupils who have the additional handicap of defective speech. "Defective" in this sense refers to speech anomalies which interfere with communication and are severe enough to cause anxiety for the child and/or render him conspicuous. Such problems include: stuttering, voice disorders, cleft palate, cerebral palsy, lisping, lalling, and other articulatory defects.

Alleviation of pupil speech problems should contribute to improved emotional adjustment and educational achievement. As these pupils improve in their ability to communicate, it is expected that they will develop greater social effectiveness and become more easily integrated in the mainstream of the community.

This program was to provide speech therapy once a week in small groups (maximum group size set at ten). The speech correction teacher would confer with classroom teachers to keep them informed as to pupils' needs and progress and to enlist their assistance in carry-over of gains in clinic sessions to speaking situations in the pupils' normal environment. Parents would be informed about the child's participation in the speech therapy program. Speech teachers would confer with parents as needed.

Referrals for hearing tests, physical examinations, psychological evaluations, and other services related to the speech defect would be

made through the School Health Services, the Bureau of Child Guidance, and appropriate community agencies as needed.

All of the 38 teachers to be involved were licensed as substitute teachers of Speech Improvement by the New York City Board of Education.

A basic kit was to be available at each location, each consisting of such items as file cabinets, desks, chairs, tape recorder, record player, tests, and books.

In line with recommendations made in the 1966 evaluation conducted by the Center for Urban Education, a uniform diagnostic test was to be administered to each child enrolled for therapy.

II. PURPOSE OF THE EVALUATION

The purpose of the evaluation was to measure the overall effectiveness of the speech teachers in carrying out their assignment of providing speech therapy services to disadvantaged children in nonpublic schools. For the purposes of this evaluation the measurement of effectiveness was determined by direct observation of the speech teachers during therapy sessions, from a questionnaire sampling of teachers' opinions of their therapy effectiveness, from a collection of vital statistics obtained from the questionnaire, and from an interview with the administrators of the program. The methods used in this program were also compared to program guides and techniques used throughout the country. Since the project itself had to be initiated prior to the time when the evaluation was being formulated, it was impossible to do a direct clinical research program which would have evaluated change in speech of a selected sample of children. In summary, this evaluation consists of a critical review of all procedures used in the program rather than a direct measurement of pupil progress. An additional objective of this evaluation was to develop a series of recommendations or guide lines which would be of value in planning future programs. Recommendations for future evaluations were also made.

Program limitations include the following: prior to this year, the program was in existence for only a couple of months; the special

and unique regulations of each nonpublic school resulted in scheduling and room assignment problems; and the late arrival of some equipment and supplies deferred implementation of parts of the program.

III. PROCEDURES

A. Method of Evaluation

The major concern of the evaluation was to sample the knowledge, skill and opinions of the speech teachers employed in the project. Data for the evaluation were obtained from interviews with the administrators of the project and from a comparison of the program with current practices used throughout the nation. Teachers were observed by experienced and trained speech pathologists as they performed therapy in several schools with different age level children. Following each observation, teachers had an opportunity to discuss their lessons, their goals, and their entire program with the field evaluators. A questionnaire (Appendix B) was distributed to 38 speech teachers,[1] the total number employed, to be completed individually and returned to the project director. One of the research associates prepared and synthesized all the available state guidelines for programs of this type. A similar analysis was made of guidelines recommended and published by the American Speech and Hearing Association.[2]

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1. Kornhauser, A. and Sheatsley, P., "Questionnaire Construction and Interview Procedure", Appendix C in Selltiz, C., et.al., Research Methods in Social Relations, Rev. Ed., (New York: Holt, Rinehart and Winston, 1959).

2. Mack D. Steer, Project Director, "Public School Speech and Hearing Services" in Journal of Speech and Hearing Disorders, Monograph Supplement 8, July 1961.

1. A clinical observation form was developed by the project director (Appendix B).

2. Five trained speech pathologists (two hold doctorates, the remaining three are advanced doctoral students and all with a minimum of two years of clinical experience including some public school experience) including the project director, observed actual therapy and then returned their written forms to the director. It is possible that the personal bias of each evaluator, particularly his feelings about appropriate therapy technique, colored the observation he made. The project director, following an interview with each field evaluator, believes that the evaluators entered the observation in good faith and tried to report as objectively as possible.

3. The five evaluators visited 15 schools and interviewed 13 speech teachers (there were 177 schools in the program staffed by 38 speech teachers offering full day and half day sessions) located in the Bronx, Manhattan and Brooklyn. The schools chosen for observation represented the Catholic, Jewish and Protestant faiths. Each visit usually included observation of at least two class sessions.

4. The questionnaire was distributed to the speech teachers, soliciting opinion and fact regarding every aspect of the program. Thirty completed questionnaires from a possible total of 38 were received and analyzed.

5. An interview with the director of the program and the speech supervisor elicited their opinions as to the effectiveness of the program and the problems they faced in preparing and administering it.

6. A comparison was made between the procedures recommended by 24 state programs,[3] the current literature,[4] and the American Speech and Hearing Association monograph,[5] and the methods used in the present program. This comparison included screening procedures, diagnostics, therapy placement, therapy grouping, and size of therapy groups.

The information collected in the above mentioned procedures served as the basic source for data used to arrive at conclusions about the program and for establishing recommendations.

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3. Arizona, Arkansas, California, Connecticut, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Massachusetts, Michigan, Missouri, Nebraska, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Tennessee, Virginia, Washington, Wisconsin.

4. Martha E. Black, Speech Correction in the Schools, (New Jersey: Prentice-Hall, 1965).
J. Eisenson and M. Ogilvie, Speech Correction in the Schools.
Margaret Hall Powers, "Functional Disorders of Articulation - Symptomotology and Etiology" in L. Travis, Handbook of Speech Pathology.
W. Johnson, Keaster, Edney, Brown, and Curtis, Speech Handicapped School Children, Revised Edition, 1967.
Charles Van Riper, Speech Correction, Principles and Methods. (New Jersey: Prentice-Hall, 1964).

5. Mack D. Steer, Project Director, "Public School Speech and Hearing Services" in Journal of Speech and Hearing Disorders, Monograph Supplement 8, July 1961.

IV. FINDINGS AND RECOMMENDATIONS

For purposes of clarity of presentation and organization, the results and recommendations will follow the outline of the observation form developed by the evaluation chairmen. The recommendations are the responsibility and reflect the interpretation and thinking of the evaluation chairmen.

A. Identification Procedures

1. Screening Methods

The percentage of children identified as being in need of speech therapy (8.3 per cent of the population of the 177 schools served nearly 7000 pupils—figure supplied by the Bureau of Speech Improvement) was slightly higher than the reported national average of approximately 5 per cent. The basic screening method used was an interview by the speech teacher with each child in his own classroom in which he answered questions. It appears that each school was screened in this manner. Other methods included having the child read a passage or having him count, name colors, or other stereotyped speech performances. Children with language problems were referred to the speech teachers by the classroom teachers. Although the overall identified population was within expected percentage levels (we should also consider that there was a reported waiting list of over 2,000 children, who were eligible and would

fill vacancies as they occurred, based on the figures supplied by the 30 of the 38 teachers who returned the questionnaire), it is possible that the identified children basically represented only one specific type of speech disorder, articulation or speech sound error. The screening method, using stereotyped speech responses, does not easily identify speech disorders such as clinical stuttering. The screening method that was used, as with most screening techniques, involved listener experience and bias. Most of the speech teachers appeared ready to listen for articulation errors, particularly lingual protrusion (46 per cent of the total number of children instructed), while relatively fewer teachers identified the bulk of the voice cases and the stutterers.[1] Permitting the classroom teacher to make the initial identification of the children with language problems, considering the fact that the teachers lack the proper training and experience to identify such problems, is not an acceptable practice. Another screening procedure which was neglected, although there may be good reason for this omission, such as lack of equipment and teacher time, was audiometric screening. This area should at least be given administrative consideration for next year's program.

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1. See Appendix A, Table I.

Recommendations for Screening

Some of the following recommendations were already made in a previous report (Center for Urban Education, Speech Therapy Services for Disadvantaged Children in Nonpublic Schools, 1966) and they appear to be useful techniques for the coming year.

The speech teacher should routinely screen each entering third through seventh grade pupil, individually and in private, using a rating scale (to measure severity) which would evaluate the child in all possible speech parameters: articulation, rate, rhythm, loudness, voice (appropriate pitch), quality, communicative effectiveness, overall intelligibility, and oral language usage.[2] The speech teacher should use as much informal conversation as possible, as well as those techniques already in use, such as serial naming and reading aloud. The rationale for this procedure is that, by the age of eight years, a child is expected to have completed his speech sound acquisition. Therefore, the presence of articulatory errors in the third grade, when not attributable to second language learning or to non-standard dialect, indicates the

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2. Mack D. Steer, Project Director, "Public School Speech and Hearing Services" in Journal of Speech and Hearing Disorders, Monograph Supplement 8, July 1961.
Martha E. Black, Speech Correction in the Schools, (New Jersey: Prentice-Hall, 1965).

possible need for clinical help. Children in the first two grades should be referred for screening by the classroom teacher. With a minimum of time, which would not necessarily be repeated every year, an orientation program for teachers could be developed which would describe the various speech and language problems. This could be followed by a bulletin which would also describe speech disorders. A referral slip should be distributed to each teacher on which oral communicative disorders would be checked and sent to the speech teacher. The orientation program would also serve as an indirect way of improving communication between the speech teacher and the rest of the faculty of the school. In addition to the methods recommended, for the coming academic year (1967-68), each therapist who has already compiled a list of children's names who were in therapy or on a waiting list could screen these children and establish therapy groups almost immediately.

2. Diagnostic Testing

Diagnostic testing, as indicated by the questionnaire responses, was limited to a formal test of articulation with only informal clinical judgements of voice quality, loudness, rate and rhythm. Although it is understood that diagnostic testing involves a fair expenditure of time, it is time well spent. As a result of good diagnostic testing, more accurate decisions could be made as to whether or not a child needs therapy and the type of therapy best

suited for a particular child.[3] It is possible that the speech teacher will need additional training in order to become a competent diagnostician. This could be accomplished during the early in-service training program.

Recommendations for Diagnostic Evaluations

Diagnostic procedures might include the following:[4] an evaluation of the peripheral speech mechanism including the structure and functioning of the articulators; a phonetic analysis of speech sound production using a pictorial approach, including responses to auditory and visual stimulation; an analysis of verbal diadochokinesis (rhythmic alternating movement); and if necessary, a receptive and expressive vocabulary test and/or the Illinois Test of Psycholinguistic Abilities; a thorough evaluation of stuttering including attitudes, situational and word fears and a symptom analysis; a voice evaluation including the determination of habitual and natural pitch; a descriptive evaluation of vocal quality disorders, special tests of handedness, visual motor abilities, etc., should be given whenever necessary. It is also possible that children in need of special diagnostic evaluations could be referred to one of the hospital or college clinics located in the city.

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3. Martha E. Black, Speech Correction in the Schools, (New Jersey: Prentice-Hall, 1965).

4. Frederic L. Darley, Diagnosis and Appraisal of Communication Disorders, (New Jersey: Prentice-Hall, 1965).

B. Referral System

The information derived from the questionnaire indicates that referrals of many types were made. Speech teachers apparently were aware of ancillary services and took advantage of them. This was one area in which there was a pronounced improvement over last year's abbreviated program. The teachers made many referrals for medical, social and psychological services. There was no way of estimating the percentage of completed referrals and the method by which the information was related back to the teacher.

Recommendations for the Referral System

In order to continue to improve this vital aspect of the program, recommendations substantially offered in last year's evaluation report are presented once again. A decision for referral should be made after the speech supervisor, the classroom teacher, an administrator and the parents are informed and understand that a child's progress in therapy is dependent upon the decision reached by the referral source. This group should indicate to whom the referral should be made. Parents should be encouraged to discuss the problem with their family physician to determine whether or not he can recommend a particular professional. If he cannot, then the school could help to find an appropriate agency. It is possible that in some cases, speech therapy will be carried on even in the absence of the information sought from a referral agency. For some children, therapy may have to be discontinued until additional

information is obtained. As far as coordination and follow-up of referrals, this could be the responsibility of the speech supervisor. This person would have to assume the responsibility for seeing to it that all referral sources have responded to follow-up in these instances where no action has been taken, and for reporting back to the school the information obtained from the referral agency.

C. Therapy

The program was adequately administered in terms of speech teachers' assignments to schools, scheduling of children (children scheduled for their half hour a week for the entire year, and assigned to the same group week after week), attendance, clinical recordkeeping, and lesson plan writing. The establishment of small therapy groups of children (from 5 to 8 children in a group) of similar age and with similar defects was in keeping with the recommendations of recent professional thought. The major problems were too large a therapy case load per teacher, insufficient time for each of the groups, an average of a half-hour a week of therapy, and not enough flexibility in the therapy procedures used for the various age levels serviced.

The average case load per speech teacher (200) was somewhat higher than the national average (an average of approximately 150 children).[5]

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5. See Appendix A, Table 1.

Since the figure of 200 children combines the number of children seen by the full time and the part time speech teachers, a further analysis of the case load was done based on the number of schools services as an indication of full or part time teachers. The average case load of the speech teachers working in 5 to 8 schools (presumed to be full time employment) inclusively, was approximately 255 children.[6] The average case load of those speech teachers servicing from 2 to 4 schools (presumed to be part time employment) inclusively, was approximately 113 children.[7] These figures would indicate that the speech teachers were carrying too heavy a case load. The speech teachers themselves who responded to the questionnaire, expressed the opinion that this case load was high. The heavy case load in combination with visits to somewhere between 5 to 8 schools prevented them from offering more of their services to those who needed them most.

The therapy sessions that were evaluated by the observers were well organized, utilized visual aids, and held the interest of the younger children. However, the observers believed that the lessons did not appear to be as stimulating to the groups of older children. Therefore, revision of materials and lesson plans is needed for the older children served in the program. Young children will attempt to change their speech and participate in activities directed by the speech teacher for the extrinsic motivation and reward inherent in this type of lesson, whereas older children are not responsive to these techniques

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6. See Appendix A, Table 2.

7. See Appendix A, Table 3.

but need strong intrinsic reasons to change a behavior as fundamental as their speech.

Although there was flexibility in therapy generally noted, most of the speech teachers used the procedures described in the Curriculum Guide of the Bureau of Speech Improvement. The technique most often observed was a combination of auditory stimulation, auditory discrimination and phonetic placement. As therapy techniques, such procedures have great value and are time honored methods in the field of speech pathology. What is apparently needed is a sequence of therapy methods based on the readiness exhibited by the children. There is a definite need for the teachers to become aware of a complete sequence of therapy events, including the searching for behavioral clues which suggest that children are ready for a next step. The sequence suggested would begin with auditory stimulation methods. When children have mastered this stage, the teachers can utilize a phonetic placement technique, if necessary.

There is no doubt that many children profited from the therapy offered in this program. This is best seen by examining the number of children who had been discharged from therapy (16 per cent, figure supplied by the Bureau of Speech Improvement) as well as the number of children who showed improvement following therapy (72 per cent, figure supplied by the Bureau of Speech Improvement). Although the discharge figure of 16 per cent is somewhat lower than the expected national average (estimated 30 per cent), this figure, in combination with the

high percentage of children who showed improvement, is a definite indication of an effective program.

Another area which showed significant improvement (as indicated by the speech teachers who completed the questionnaire) over last year was the development of communication by the speech teachers with other school personnel and with the parents of children in therapy. Many of the speech teachers who completed the questionnaire indicated that they would like more time to develop and expand their parent and teacher conferences.

Supervision of all the speech teachers was carried out by the director of the program and one clinical supervisor. These two individuals made over 135 visits to the various schools in the program. Each therapist was seen at least once a term and most were seen several times. Supervisors were always available on call to the speech teachers. On the surface this would appear to be satisfactory supervisory time, but when one considers that close to 7,000 children were seen in the program (6,965 children, figure supplied by the Bureau of Speech Improvement), a recommendation for additional supervisors is made in order to insure maximum teacher efficiency. In this type of program, supervisors evaluate the clinical proficiency of the speech teachers, serve as consultants for therapy, evaluate difficult cases, as well as coordinate and generally administer the program. It should be noted that this year the director and the supervisor conducted a very fine in-service program for the speech teachers, which included lecturers

arranged by the Bureau of Speech Improvement and included participants from outside agencies.

In summary, the therapy programs offered this year were of high quality and met their expressed purpose. However, as is true for any pupil-teacher (therapist) situation, there is always room for improvement. The following recommendations are offered in that spirit.

Recommendations for Therapy

One method of establishing greater administrative control over the entire speech program would be through the creation of speech and hearing centers, perhaps one in each borough of the city under the administration of a director who would have full administrative responsibility for the program including the assignment of speech teachers, their orientation, supporting relationships with the nonpublic school administrators, developing guidelines for screening, diagnostics, referrals and recordkeeping. Each center should be administered by a supervisor who would be responsible for all schools in that borough. This person would have administrative and diagnostic responsibilities, as well as other duties. In addition, each center should have at least one experienced speech teacher who would be available to do the more complex speech diagnostics as well as to serve as an itinerant therapist who would provide individual therapy for those children in the area who have serious problems and could not profit from the usual group therapy. This procedure would help to ensure that only those children who are in

need of speech therapy would be receiving it. More speech teachers may be needed in order to ensure that the majority of children in the program receive at least two half-hour therapy sessions a week. It is also possible that with improved diagnostics and increased supervision of the diagnostics, the case load would also be reduced. An average case load between 90 and 100 children per therapist is recommended and should not exceed 150.

Although flexibility is to be encouraged, the speech teachers would benefit from a demonstration of the best procedures available in current therapy programs. This could be accomplished by having a curriculum conference of leading speech pathologists from the metropolitan area and/or a series of lectures presented by consultants during the orientation program.

D. Facilities

The program met the minimum requirements established by many state guidelines for physical facilities and equipment. The nonpublic schools have made an effort to provide proper facilities for the speech teacher. In some isolated cases, there is still a need for better therapy rooms (well located, quiet). Many teachers developed their own highly stimulating games, pictures, and other materials.

E. Clinicians and Their Preparation for the Program

As was reported in last year's evaluation, the teachers employed in this project were representative of public school teaching staff. The information supplied by the Board of Education indicated that they

all held at least minimum certification from the New York City Board of Education. One teacher had a doctorate degree, nine had masters degrees, and eleven teachers had, in addition, New York State Certification. However, since the majority of the teachers have only a bachelors degree and one or two years' experience, it is advisable to continue to offer the orientation lectures that were developed during the present year and to seriously consider the recommendations made under the therapy heading.

V. SUMMARY OF MAJOR RECOMMENDATIONS

A. Screening - Speech teachers' screening of each child in the third through the seventh grades using a clinical rating scale was recommended; classroom teacher training followed by teacher referrals was also indicated as a supplementary form of screening.

B. Diagnostics - Additional diagnostic tests should be given to children who are being considered for therapy. Speech teachers to be instructed in diagnostic methods. Supervisors and experienced teachers could assist in diagnostic evaluations. The use of college and hospital speech and hearing clinics could also be utilized.

C. Referrals - Procedures for referrals, particularly the role played by the parent, were discussed. Methods for follow-up referrals were also indicated.

D. Therapy - Greater flexibility in therapy methods, particularly for older children, was urged. Systematic therapy schemes developed in consultation with other professionals in the metropolitan area were suggested. Smaller case loads permitting more frequent teacher contacts with children were also recommended.

E. Therapy - The establishment of regional centers (located in at least four boroughs) under the direct administration of a speech supervisor and staffed by one or two experienced speech teachers, would help

develop all aspects of the clinical program. The major aim of these centers would be to insure supervisory contact with all levels of the program.

F. Therapy - There is a need to improve and expand speech teachers' contacts with parents of children in therapy and with other school personnel. More time should be allocated to the speech teacher for this purpose.

G. Orientation of Teachers - Continue to offer the orientation programs that were initiated last year. Guest speakers from the colleges in the metropolitan area should be invited to lecture about various aspects of the program.

Recommendations for Next Year's Project Evaluation

A. If time permits, a small pilot study could be done measuring the effectiveness of a segment of the total therapy program. This should be done by evaluating the experienced and less experienced therapist, as they use their typical therapy procedures, for at least six months of therapy time. A sample of speech should be elicited by the evaluation staff. Judgment of speech production would be made by a trained speech pathologist listening to randomly selected pre- and post-therapy recordings.

B. A replication of this year's evaluation is also recommended. In addition, a questionnaire study should be made to solicit the opinions

of parents whose children are in therapy and the opinions of school personnel concerning the effectiveness of the program. Such a questionnaire was developed for this year's evaluators, but it could not be used because of administrative difficulties. In the final analysis, the real effectiveness of the program is to be seen through the eyes of those who view the child in his life's experience.

APPENDIX A

TABLE 1

NUMBER OF CHILDREN IDENTIFIED ACCORDING TO SPEECH DISORDER - DERIVED FROM QUESTIONNAIRE

Speech Clinician	Articulation	Cleft Palate	Language Impairment	Stuttering	Voice	Total
1	234	0	8	8	0	250
2	229	1	1	28	17	276
3	209	1	1	52	20	283
4	191	1	2	3	38	235
5	87	1	3	33	3	127
6	---	--- no response on this item --			---	---
7	23	2	3	14	3	45
8	171	1	11	51	16	250
9	236	0	3	18	12	269
10	235	1	4	11	0	251
11	80	0	8	6	0	94
12	235	1	0	31	0	267
13	220	1	0	22	0	243
14	212	1	8	9	34	264
15	235	2	1	14	7	259
16	256	2	0	16	5	279
17	211	1	2	8	0	222
18	78	1	0	2	10	91
19	240	0	0	10	0	250
20	187	0	0	26	0	213
21	293	1	0	3	0	297
22	148	0	4	15	0	167
23	273	0	0	28	4	305
24	123	1	6	19	0	149
25	96	1	1	13	0	111
26	134	0	3	41	5	183
27	39	0	0	0	0	39
28	73	0	0	3	1	77
29	65	0	0	4	7	76
30	88	0	1	9	4	102
Total:	4901	20	70	497	186	5674

TABLE 2

CASELOAD SIZE OF CLINICIANS ASSIGNED TO
BETWEEN FIVE AND EIGHT SCHOOLS
(Presumed to be full-time)

Number of Schools Serviced	Total Caseload Size
5	285
5	257
5	268
5	251
5	300
6	250
6	277
6	233
6	266
6	280
6	292
6	333
7	235
7	267
7	250
7	185
8	250
8	208
Total: 111	4,687

TABLE 3

CASELOAD SIZE OF CLINICIANS ASSIGNED TO
BETWEEN TWO AND FOUR SCHOOLS
(Presumed to be part-time)

Number of Schools Serviced	Total Caseload Size
2	125
2	106
2	41
2	77
2	106
3	95
3	86
3	171
3	165
3	183
3	79
4	129
Total: 32	1,363

Appendix B - INSTRUMENTS

SPEECH THERAPY FOR DISADVANTAGED PUPILS IN NONPUBLIC SCHOOLS

List of Instruments

Letter of Introduction	B1
Speech Therapy Teachers' Questionnaire	B2
Information from Direct Observation	B7
Interview Information	B9

Center for Urban Education
Speech Therapy, Non-Public School
ESEA Title I
Evaluation Information

Dear Speech Therapist:

The Center for Urban Education is evaluating the speech therapy program in the non-public schools which is provided by the Title I Act. Part of this evaluation will be based upon the information collected by means of the enclosed questionnaire. This questionnaire is being sent to all of the therapists in this program. Therefore, this information is important to us, and we should appreciate your thoughtful and frank answers to all of the questions. This information will be processed only by the staff of the Center for Urban Education who are directly involved in this project. Since we expect to report the information obtained from these questionnaires using group statistical methods, we do not want you to sign this questionnaire.

Please read through the entire questionnaire to get an idea of its structure, before beginning to answer the questions. Please answer all the questions to the best of your ability, even if they seem ambiguous. If you feel that you need additional space for responses, please feel free to use the backs of the question sheets. The completed questionnaire is to be returned in the enclosed return envelope by _____.

Thank you very much for your cooperation.

Very truly yours,

Seymour Rigrodsky, Ph.D.
Project Director

Center for Urban Education
Speech Therapy, Non-Public School
ESEA Title I
Evaluation Information

Speech Therapy Teachers' Questionnaire

1. In how many schools do you do speech therapy?_____

2. In how many schools do you:
   a. use different rooms during a single visit?_____
   b. use different rooms during successive visits?_____
   c. share the same room with other school personnel during a visit?_____
   d. have a room which is used solely by you during the week?_____
   e. have locked files?_____
   f. have space for storing equipment and materials?_____

3. Check the kinds of equipment and materials you like to have always on hand for therapy and diagnosis.
   a. mirror_____
   b. blackboard_____
   c. appropriate size table_____
   d. appropriate size chairs_____
   e. auditory trainer_____
   f. pure tone audiometer_____
   g. Language Master_____
   h. tape recorder_____
   i. phonograph and appropriate records_____
   j. others (specify)
      _____
      _____
      _____
      _____
      _____
      _____
      _____
      _____

4. How often are these things available to you? (Please write "always," "frequently," "sometimes," or "never" after each one.)
   a. mirror_____
   b. blackboard_____
   c. appropriate size table_____
   d. appropriate size chairs_____
   e. auditory trainer_____
   f. pure tone audiometer_____
   g. Language Master_____
   h. tape recorder_____
   i. phonograph_____
   j. appropriate records_____
   k. others (specify)
      _____
      _____
      _____
      _____
      _____
      _____
      _____
      _____
      _____
      _____

5. Briefly describe the speech and hearing screening procedures you use to identify all those children who may be in need of speech therapy._____

6. Do those children who fail your screening procedures receive further speech diagnostic evaluation? yes_____ no_____
If so, briefly describe these procedures._____

7. What system of reporting do you use in:
   a. reporting the results of your screening procedures to classroom teachers or other school personnel?_____
   b. reporting the results of further diagnostic work (if any is done) to the classroom teacher or other school personnel?_____

8. What procedures do you follow in referring children for other kinds of testing or evaluation?_____

9. If you have referred children for such evaluations, please check the kinds of evaluations you have requested.
   a. psychological_____
   b. general medical_____
   c. neurological_____
   d. psychiatric_____
   e. dental_____
   f. otolaryngological_____
   g. audiological_____
   h. others (specify)
   _____
   _____

10. What is the total number of children you see each week
    a. in individual therapy?_____
    b. in group therapy?_____

11. Do you have a waiting list? yes_____ no_____
    If so, how many children are on it?_____

12. How many children in each grade do you see in therapy?

K	_____	7	_____
1	_____	8	_____
2	_____	9	_____
3	_____	10	_____
4	_____	11	_____
5	_____	12	_____
6	_____	Total	_____

13. How many children do you now have in therapy in each of the following classifications? (Enter each pupil only once.)
    a. articulation _____
    b. cerebral palsy _____
    c. cleft palate _____
    d. hard of hearing or deaf _____
    e. language impairment or delay _____
    f. stuttering
    g. voice
    h. others (specify) _____

    _____

14. How is the size of your caseload determined?_____

    _____

    _____

15. How long is your average individual therapy session?_____minutes

16. How long is your average group therapy session?_____minutes

17. What is the average number of children in your group therapy sessions?_____

18. How many children are in your smallest therapy group?_____

19. How many children are in your largest therapy group?_____

20. What system of reporting do you use in:
    a. reporting progress in therapy to classroom teachers or other school personnel?_____

    b. reporting progress in therapy to parents or guardians?

21. Since there are always good and bad features of any program, we would like you to give us your opinion about the positive and negative aspects of this program in the following areas (where applicable).
    a. materials and equipment_____

    b. screening procedures_____

    c. evaluation procedures_____

    d. referral system_____

    e. caseload_____

    f. therapy techniques_____

    g. reporting to classroom teacher or other school personnel

    h. reporting to parents or guardians_____

22. We would appreciate any recommendations you might wish to offer in order to improve the speech and hearing services which you now provide._____

_____

_____

_____

_____

_____

_____

INFORMATION FROM DIRECT OBSERVATION

I. Preparation for therapy session
   A. Materials
      1. Appropriate for group? _____

_____

_____

      2. Sufficient quantity for entire group? _____

_____

_____

   B. Lesson Plan (observer's evaluation)

      Comment: _____

_____

_____

   C. Physical Plant
      1. Comment: (brief description) _____

_____

_____

_____

      2. Seating arrangement of therapist and children: (brief description)

_____

_____

_____

II. Therapy Session
   A. Organization
      1. How long did it take for session to start? (minutes) _____
      2. Introduction and explanation of activities

         Comment: _____

_____

B. Procedures

1. Did the activities seem suited to the stated goals?

Comment: _____

_____

_____

2. Did all the children have an opportunity to participate?

Yes_____ No_____

3. Was participation related to competition among the children or were they given equal opportunities to participate?

Comment: _____

_____

_____

4. Briefly describe the general behavior of the children: _____

_____

_____

_____

5. Were materials used in the therapy session?

Comment: _____

_____

_____

_____

6. How was the session terminated? E.g., did it draw to some logical ending point?

Comment: _____

_____

_____

_____

INTERVIEW INFORMATION

I. Preparation for therapy session (questions to be asked before the observation)

A. Identification information

1. How many children are scheduled in this group? _____
2. How many children were present on the day of the observation? _____
3. How was the grouping determined? E.g., type of disorder, time considerations, age, class, etc. _____

_____

_____

B. Organization of therapy session

1. Is there a lesson plan? yes_____ no_____
   If yes, what kind? E.g., written? In how much detail? _____

_____

_____

2. Did therapist indicate she is following any prescribed syllabus or method such as the Board of Education Curriculum Guide? Yes _____ No_____
   Why?_____

_____

_____

_____

3. What materials are to be used in this session? (list) _____

_____

_____

C. Goals

1. General goals _____

_____

_____

2. Specific goal of session to be observed._____

_____

_____

II. Evaluation of therapy session (to be asked after observation)

Statement to be elicited from the therapist indicating whether the session was successful and why: _____

_____

_____

_____

APPENDIX C

Staff List

Dr. Seymour Rigrodsky, Evaluation Chairman
Associate Professor of
Speech Pathology and Audiology
Teachers College
Columbia University

Mr. Ronald Baken
Instructor
Department of English
Columbia College

Miss Doris Jacobs
Instructor
Department of Speech
City College

Mrs. Eleanor Morrison
Instructor
Speech Pathology and Audiology
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EVALUATION OF NEW YORK CITY TITLE I

EDUCATIONAL PROJECTS 1966-67

CORRECTIVE READING SERVICES FOR DISADVANTAGED PUPILS IN NONPUBLIC REGULAR DAY SCHOOLS

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Program (ITTP) conducted during the summer of 1966.[3] In addition to ITTP graduates, some teachers had been recruited from among the ranks of retired teachers from the public schools. Approximately 15 per cent of the teachers responding to the questionnaire listed Education as their graduate or undergraduate major. (Some teachers were now beginning to study for a master's degree in Education.) Others had courses in such related topics as reading, English, linguistics, developmental psychology, and foreign languages. More than half of the respondents reported that they had spent more than three-quarters of their lives in New York City, and most of these indicated that they held substitute or provisional licenses.

In order to prepare the personnel for their roles as corrective reading teachers a training program was conducted. This program consisted of a series of workshops which took place prior to the start of instruction, after school hours, and during holidays that were observed by the nonpublic schools. The workshops were conducted by the program coordinator, corrective reading supervisors, and consultants, including Board of Education specialists in various areas and representatives of the publishers whose materials were to be used. Each corrective reading teacher, on

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[3] According to the criteria for admission to the ITTP, these teachers had little or no prior experience in teaching nor any substantial teacher training outside of the ITTP. These trainees tended to have good college records and scores on standardized aptitude and achievement tests. Lohman, M.A., et. al. An Evaluation of the Intensive Teacher Training Program, The City University of New York, June 1967.

the distribution) are subject to a large error of measurement and are low in reliability. The problem of validity of these scores is also questionable, especially for those pupils having difficulty with the English language.

In summary, it does not seem appropriate to make an assessment of the program on the ability of pupils to read on the basis of the available achievement test results. Despite the temptation to conclude from the objective test scores that the program was not effective, the technical problems involved permit only the interpretation that the test results are inconclusive. The judgments of principals, classroom teachers, and the corrective reading teachers may be taken to mean that the program was well received, functioned smoothly, provided the participants with a sense of accomplishment and satisfaction, and resulted in a feeling that there was improvement for many schools.

Any future study of the program must be designed as part of the program and should include sensitive measures of considerably greater sophistication and appropriateness in order to confirm or refute these tentative results.

Corrective Reading Teachers

Approximately 90 per cent of the corrective reading teachers were recruited from the graduates of the Intensive Teacher Training

of scores provided only children's last names and first initials, whereas publishers' lists of MAT scores included the full first name. Since there were many instances of similar names and scores in the same school and grade, and since there were variations from record to record in the spelling of names, the matching of scores to names became questionable.

Second, there was little control over the level of the test selected for both administrations. The corrective reading teachers chose, for individual pupils, the level of the MAT used in the final administration. Thus, for example, some fifth grade students who were initially tested on the Intermediate level of the test were examined on the Elementary level at the end of the year.

A third, and no less important factor, is the fact that in some instances children participated in several other special school programs, including other reading programs. In one school, for instance, the day was divided in half. Grouping was according to the pupils' reading level during the first part of the day and instruction in reading, language arts, and related subjects was offered. During the second half of the day, the students were grouped by grade level. In a second school, a remedial reading program, as well as the Corrective Reading Program, was in progress. Thus, even had there been a change in test scores, this could not be readily attributable to the effects of the Corrective Reading Program.

Because the pupils for whom the achievement test scores are available are retarded in reading, the scores (from the low end of

reading, for these 298 pupils, were computed and are summarized by grade in Table 7A, Appendix A. Also included in Table 7A are median scores and a range of scores for both administrations. These data seem to indicate that there was no change in achievement for these pupils. For a number of reasons that are to be described below, no conclusive interpretation whatever may be made from these data.

TABLE 5

NUMBER OF STUDENTS, BY GRADE, WITH INITIAL AND FINAL METROPOLITAN ACHIEVEMENT TEST SCORES IN READING

Grade	Number of Schools Attended[a]	Number of Students
3	10	127
5	8	75
6	5	38
7	7	57
8	1	1
		298

[a] The number of schools attended exceeds 13 because each school contained children in several of the grades mentioned.

The considerations which prompted the decision not to interpret the results of the available achievement tests for the 298 pupils are all matters pertaining to the validity of the data collection and the reliability and validity of the test. First, positive identification of pupils' test scores was uncertain. Teachers' lists

were limited to a small number of issues. The interviews revealed that the pupils understood they were selected for the program in order to "learn to read better." They did not feel they had lost status because they had been selected, but on the contrary, there were instances where they reported that their classmates were envious of them. Children also reported that they did not miss their regular class and invariably indicated they were benefitting from the special attention they received.

It was planned to study changes in reading achievement, as measured by the MAT in reading, for students in the 20 sample schools. From the 20 schools comprising the original sample, only 13 of them could be included in an achievement study. Two schools lost their corrective reading teacher early in the year, two more did not have initial Metropolitan Achievement scores, and an additional two schools did not complete final reports in time for inclusion in the analysis. In addition, one school was excluded because its program included only fourth grade students, and the initial Metropolitan Achievement Test in reading was administered to grades 3,5,6,7, and 8 in the nonpublic schools. Thus, the original sample of schools was reduced from twenty to thirteen.

From these 13 schools, 298 pupils, about one-third the total number in the program in the sample schools, had initial and final MAT scores. Table 5 below shows the distribution of these pupils by grade and school. Initial and final average MAT scores in

Principals, classroom teachers, and the corrective reading teachers were asked to approximate how many pupils had improved as a result of the program, and how marked the changes were. Tables 5A and 6A summarize the responses of 102 classroom teachers, 23 principals, and 53 corrective reading teachers (Appendix A).

The data summarized in Table 5A indicates that more than half of the principals, classroom teachers, and corrective reading teachers felt that "many" or "most students" improved in their "ability to do assignments requiring reading skill" in their participation in learning activities. They also agreed that "many" or "most students" exhibited an increased "attention span" and a "general improvement in behavior and attitudes." In every instance, principals and corrective reading teachers indicated more children improved than did the responding classroom teachers.

Table 6A presents the percentage of principals, corrective reading teachers and classroom teachers who rated the improvement as "marked," "moderate" or "slight." Again, there was fairly good agreement. More than half of the respondents indicated that improvement in pupils was "moderate" or "marked." A greater percentage of corrective teachers and principals than classroom teachers rated "marked" changes in almost every area rated (see Table 6A, Appendix A).

Thirty-one children from the sample schools were interviewed by the evaluation team. The extent and content of the interviews

teachers indicated that only 20 per cent of the total were "non-native children...," this includes a group of Spanish-speaking children who were designated as "Puerto Rican" despite the fact that Cubans, Portuguese, and persons from other Spanish countries are treated together. Classroom teachers and school administrators suggested that these groups may be diverse in their attitudes and learning problems and should not be treated as a single category.

Although inferences about the characteristics of any child on the basis of ethnic identity, may not only be inaccurate, but may be philosophically uncongenial to American education, curricular materials and the preparation of teachers must take into account the fact that ethnic differences in linguistic patterns do exist.

The percentages of students falling into each of the separate categories mentioned above demonstrates and justifies the need for special consideration of the diverse causes of reading disabilities. The Corrective Reading Program should be provided with the most accurate information about the pupils that can be obtained--even though such information must be used with extreme care and strict attention paid to its applicability in any single instance. Moreover, the diverse social and emotional causes of reading disabilities suggest that the contributions of sociologists and psychologists be used in pupil selection, in curriculum development, and in teacher training. The problem of prescribing the proper instructional program for the proper learning defect cannot be ignored.

However, had the Metropolitan reading test scores been used in determining eligibility, fewer of the children were sufficiently retarded for the program. Some children achieved Metropolitan test scores that were at or above grade level.

The corrective reading teachers were presented with a list of factors related to reading disabilities and were asked to indicate the number of children in their groups falling into these categories. Note that the list of categories were not mutually exclusive (see Table 4A, Appendix A). Corrective reading teachers rated 6572 children. Their perceptions indicated that 35 per cent were "generally slow learners," 31 per cent were "poorly motivated children or children with emotional problems," 41 per cent were "children from impoverished home backgrounds, poorly prepared for school," 20 per cent were "non-native children having difficulties with standard English," 16 per cent were "native children having difficulties with English," and 21 per cent were "pupils with previously inadequate reading instruction." These responses indicate the characteristics of the pupils include factors other than, or in addition to, reading problems.

This categorization of pupils suggests that many factors may be operative in "causing" reading disability. A program like this one will be most effective if it defines and includes those children who would most likely benefit from special small group instruction.

For example, perhaps the ethnic composition of the selected pupils merits closer attention. Although the corrective reading

of amount of retardation, which implies deviation from some standard of expectancy. Whether norms are developed from frequency distributions or expected achievement at age or grade levels, the conception implies that some children will be "advanced" and some "retarded." On the other hand, the fact that a child's scores are in the region below the mean or that he is retarded from the norm does not, in itself, in any way imply that the particular child is in need of additional instruction. Nor should it be implied that a child reading at grade level is, in fact, not retarded. For example, a nine year old in grade 2 may be performing at a grade 2 reading level but is "retarded" in respect to his age peers normally in grade 4. Perhaps, a program such as this one should concern itself with those children who could learn more, were they not confronted with the disabling factors that surround them. Such a child might not be retarded from norms at all, or his retardation may exhibit very different characteristics from another child with the same score whose retardation is the consequence of a variety of other factors (see section on the Nature of the Pupil Population). Unfortunately, currently available techniques have not been equal to the task of measuring potential, or of determining whether or not an individual could learn more in different circumstances.

Nature of the Pupil Population

As noted, use of the ITT scores resulted in admitting to the program those children who met the stated eligibility requirements.

Approximately 80 per cent of the principals, and 66 per cent of the classroom teachers rated the selection procedures "adequate" or "excellent." A greater percentage of the classroom teachers than principals indicated that some improvement was needed, while a larger percentage of principals felt the selection procedures were "excellent."

In interviews and questionnaires, classroom teachers noted that of the pupils recommended, only the poorest were admitted. Other classroom teachers felt they had not been adequately consulted. One classroom teacher suggested that recommendations by the school be made at the end of the school year, when the classroom teacher is familiar with the work of her pupils, rather than at the beginning of the year when the teacher is familiarizing herself with a new class.

The corrective reading teachers used a different five-point scale in rating the selection procedure. The 54 teachers who responded rated the procedure as follows: "excellent" - 15 per cent; "very good" - 33 per cent; "good, but in need of improvement" - 39 per cent; "fair and in need of revision" - 11 per cent; and "inadequate" - 2 per cent. Although the majority of ratings were positive, there is a noted need for improvement.

In summary, there are many problems involved in selecting students on the basis of amount of retardation. Consideration must be given to the question of determining eligibility on the basis

teacher A would have been admitted to the program while a great many, but not all, of the pupils of teachers B and C would have been admitted. That is, the ITT scores tend to confirm more closely than the MAT to the retardation requirements for pupil eligibility suggested in the project proposal. This makes it necessary to entertain the hypothesis that prior knowledge of the requirements may have influenced the test scores.

Despite the inconsistencies and defects noted in these procedures, the personnel involved in the program expressed overall satisfaction with the selection of pupils.

Principals, classroom teachers and corrective reading teachers were asked to rate the "adequacy of the procedures" used in selecting pupils. Table 4 below presents the results of these ratings by classroom teachers and principals.

TABLE 4

PERCENTAGE OF PRINCIPALS AND CLASSROOM TEACHERS RATING THE ADEQUACY OF THE SELECTION PROCEDURES

Adequacy of Selection	Percentage of Respondents: Principals (N=26)	Classroom Teacher (N=99)
Excellent	31	12
Adequate	48	54
Needs Improvement	17	30
No Response	4	4

interpretation of the ITT. In future stagings of the project, provision should be made for consultations with specialists in tests and measurements.

The notation system for scoring the Informal Textbook Test discriminates only between half-year (or five-month) levels: for example, a score of 2-1 designates the first half of the second year, while a score of 2-2 designates the second half of the second year. The Metropolitan grade equivalent scores are based on a 10 month academic year designated by means of a decimal system: a score of 2.1 designates a reading grade level equivalent to the second year, first month; a score of 2.2 indicates second year, second month. Inspection of Corrective Reading Program Progress Reports revealed instances of confusion between the two systems, making many scores impossible to interpret.

In addition, inspection of ITT data revealed negligible variability within any group of pupils, probably attributable both to the gross nature of the scores and to subjective factors entering into the evaluation of groups of pupils already recommended as retarded in reading. Comparison of the Informal Textbook Test (ITT) scores with Metropolitan data on the same pupils, for three teachers whose records were adequate for this purpose, generally revealed little correspondence between the two sets of scores. The data presented in Table 3A, Appendix A, suggests, and close inspection of the raw data confirms, that had the Metropolitan results been used in the selection, few if any pupils at the school of

corrective reading teachers. The administration of the ITT consists of presenting to each child individually a graded reading passage estimated to be appropriate for him. Errors in oral reading were categorized and recorded according to a prescribed system. If the number of errors exceeded a prescribed number, another passage at a lower grade level was selected. If there were no errors, a more difficult passage was presented. The child's grade level score was defined by the grade level of the passage at which he made a number of errors fewer than the prescribed maximum. The examiner measures comprehension through devising appropriate questions about the passage.

This procedure has the potential of providing detailed diagnostic information of individual reading strengths and weaknesses. There is some question, however, as to whether this test can be used by inexperienced reading teachers lacking closely supervised training. Furthermore, without the use of standardized reading passages and questions, there is little reason to expect comparable results from one administration to another. From the point of view of good practices in tests and measurements, it was not well-advised to permit the corrective reading teachers to select the passages and questions. It is suggested instead that reading passages and comprehension questions be standardized in the future, and that the training of the corrective reading teachers include orientation, supervision, and practice in the administration and

a breakdown of their previous stereotyped impressions. The teachers who did not believe in aid to nonpublic schools began to look upon their work as aid to the ghetto children. There is some indication that the corrective reading teachers tended to develop a sense of solidarity with the schools to which they were assigned, particularly in those instances where they were well received by the school.

The Selection of Pupils for the Program

The project description did not specify procedures for pupil selection beyond stating gross levels of reading retardation. Schools were apparently free to use whatever criteria seemed appropriate. In September, classroom teachers were asked to recommend for screening a list of children who needed special reading instruction. Corrective reading teachers or, on occasion, their supervisors, administered an Informal Textbook Test as the initial measure of eligibility. The Metropolitan Achievement Test (MAT) in reading, administered in November, was to be "more or less the final determiner of eligibility." However, this test was administered after the majority of pupils had been admitted to the program, and in some cases, test results were not available until January, long after the program was in operation. Thus, teacher recommendation and Informal Textbook Test scores instituted the primary criteria for admission to the program.

The procedure for administering the Informal Textbook Test (ITT) was described in a study guide used at a workshop session for

TABLE 3

NUMBER OF PRINCIPALS AND CLASSROOM TEACHERS INDICATING FREQUENCY OF MEETINGS WITH CORRECTIVE READING TEACHERS

Frequency	Number of Respondents	
	Principals	Classroom Teachers
At least once a week	16	39
At least once a fortnight	3	6
At least once a month	4	17
Once or twice	3	29
Not at all	0	6

Interviews with the teachers in all the sample schools visited provide some data on their reactions to teaching in nonpublic schools. It should be noted that these teachers, as all teachers in the program, accepted their assignments voluntarily and no teacher objected to her assignment because of differing religious philosophy. However, three of the teachers interviewed indicated that they were opposed to public funds used in parochial schools and four other teachers were ambivalent or skeptical about what they believed were the educational philosophies, policies, and practices of these schools.

The interview data revealed that some teachers developed a strong professional commitment toward the particular children they taught. Three teachers said that they felt that their participation in the program contributed to a broadening of their attitudes and

materials, despite their variety and quantity, were not available in time to assure optimal use. Thirdly, not all the corrective reading teachers provided the same number of hours of instruction, and children did not always receive as many hours of instruction as seem possible. The factors contributing to the disruption of the successful and smooth implementation of a new cooperative program may be, in and of themselves, of general interest and worthy of systematic investigation in the future.

Reactions to the Corrective Reading Program

Data collected in interviews indicated that liaison between the nonpublic schools and Board of Education was effectively conducted through the channel of the appointed liaison official. There was some evidence of the use of informal channels and direct connections as well.

Occasionally, corrective reading teachers indicated that they felt isolated from their schools and colleagues. On the other hand, many noted, with appreciation, intensive efforts of the schools to promote good relations, and to encourage an exchange of views and information about pupils and educational problems.

The findings summarized in Table 3 below provide an indication of the amount of communication between corrective reading teachers and the schools in which they worked. More than half of the principals responding to the questionnaire item on frequency of meetings with their corrective reading teachers say they met with them "at least once a week."

the participating pupils. For every two respondents who indicated that the pupils frequently missed one particular subject, three reported that the program did not affect any particular subject. The program coordinator felt than an effective way to avoid this possibility was to vary the teaching schedule in the regular classroom. This procedure is more likely to be effective when the scheduling of subjects is flexible and when the number of programs in a school is small enough for the classroom teacher to keep track of the involvement of all her pupils.

Principals and classroom teachers were asked to rate the importance of several general factors that might contribute to pupils improvement in reading. Particularly notable is the fact that the Corrective Reading Program was more frequently rated as "very important" for the improvement of reading than factors that might be under the control of the school, such as the regular classroom reading program, classroom teachers, or development of the child independent of school (see Table 2A, Appendix A).

Although in general the data suggests that a rather large program was put into successful and smooth operation in the non-public schools, close scrutiny suggests that there was some disparity between what the program might have supplied and what it did in fact supply.

Firstly, not quite enough corrective reading teachers were recruited to serve all eligible schools listed. Secondly, the

Data from 128 schools revealed that the factors of "student absence or lateness," "inaccessibility of equipment," "the physical setting," and the "setting in general" were considered only "slightly restrictive." "Administrative restrictions by the schools" and "interference by regular classroom teachers" were hardly ever found to be restrictive. The "Board of Education" seems to have been perceived as the most restrictive of the factors judged, although only 14 per cent of the responses fell into the "serious restriction" category. Interestingly, there was a very large percentage (37 per cent) of "no responses" to this item, a larger percentage than for any of the other factors. These comparisons are based on data summarized in Table 1A (see Appendix A).

In rating such items as "scheduling," "liaison of the program with the school," and "provisions for locating the program," responses of principals and classroom teachers tended to be concentrated in the "adequate" category.

In response to the question of whether time missed from regular classroom work created problems for pupils, 10 classroom teachers and principals responded that it did so for "most pupils," 10 responded that it did so for "many pupils," 65 responded that it did so for only "some pupils," and 40 responded that it "did not create problems for any pupils."

Classroom teachers and principals were asked if the Corrective Reading Program interfered regularly with any single subject for

the distribution and availability of materials was not constant throughout all schools in the program.

The classroom teachers and the principals were questioned about the "usefulness of materials." Close to 100 per cent of both groups of respondents to this item rated the curricular materials "very useful" or "somewhat useful." In interviews and written responses, principals at participating schools expressed the wish to be able to supply similar materials to all their pupils.

Physical Work Settings: Of 126 work settings reported on by corrective reading teachers, 91 remained the same throughout the program, 26 were changed occasionally, and 9 were subject to regular change according to a schedule. The settings included 56 regular classrooms; 27 office-sized rooms; 13 unoccupied gymnasia, cafeterias, or auditoriums; and 29 "other settings" such as libraries, nurses' offices, storage rooms, a choir room, and so on.

Evaluation staff observers noted considerable variation in the ampleness, cleanliness, and appropriateness of the settings. Nevertheless, the settings were almost always the best and most appropriate that could be provided.

School Factors Influencing the Functioning of the Instructional Program

Corrective reading teachers were asked to rate a number of factors on a five-point scale. The scale ranged from "no restriction," through "serious restriction" on teacher effectiveness.

Over 90 per cent of the respondents indicated that more than half of the items had been examined by them and almost 80 per cent indicated that they had examined at least three-quarters of the available materials (see Table 1).

Table 2 reveals that 70 per cent of the corrective reading teachers who responded, indicated they used from half to all of the materials that were available to them. Only two respondents, 6 per cent of the group, said they used less than 25 per cent of the materials. In the sample classes visited, it was observed that the corrective reading teachers tended to use the same curricular materials with all children in a given group for long periods of time.

Corrective reading teachers were also asked to list the five curricular materials found "most useful" and to indicate what they were "most useful for."[2] The five most useful items were mentioned by between 12 and 40 respondents. The frequency with which any one item was mentioned ranged from 1 to 40. Four of the five most frequently mentioned items were standardized, graded instructional materials with detailed teachers' manuals. The fifth item was a series of independent readers. "Comprehension" was consistently the most frequent use to which these materials were put. Vocabulary and word knowledge skills, and phonics were also frequently mentioned. Interpretation of these data is complicated however, because

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[2] Since these data may be of technical interest, the new tabulations of this questionnaire item were forwarded to the program coordinator.

the percentage of available materials corrective teachers indicated they had studied and examined. Table 2 summarizes the percentage of available materials used by the respondents.

TABLE 1

PERCENTAGE OF MATERIALS STUDIED AND EXAMINED FOR USEFULNESS BY CORRECTIVE READING TEACHERS[a]

Percentage Studied	Corrective Reading Teachers Number	Per Cent
less than 25	0	0
26 - 50	3	9
51 - 75	4	12
76 - 100	26	79

[a] 25 respondents did not complete this item

TABLE 2

PERCENTAGE OF AVAILABLE MATERIALS USED BY CORRECTIVE READING TEACHERS[a]

Percentage Used	Corrective Reading Teachers Number	Per Cent
less than 25	2	6
26 - 50	8	24
51 - 75	13	38
76 - 100	11	32

[a] 24 respondents did not complete this item

percentage of materials that had arrived by certain specified dates. The respondents to this questionnaire item indicated that between 50 to 60 per cent of the materials had arrived by October 17. More than half the responding teachers reported however, that it was mid-April before 90 to 100 per cent of the materials were received. About 25 per cent of the respondents reported having received less than 75 per cent of the materials by June 15. Many teachers relied on making their own materials and transporting materials from one school to another. Interview data substantiated these findings.

The quantities of each item ordered were calculated by the program coordinator to be adequate if used in a program that emphasized individualized instruction and meeting the needs of children at various phases of development. In other words, it was not expected--nor would it have been considered good practice--for all the children in a group to use the same curricular material simultaneously. Because all of the materials did not arrive at the same time, it may be assumed that the corrective reading teachers did not have the variety of materials from which selections could be made for individualized pupil instruction. It is suggested that there be improvement of the logistic support of the program and acceleration of the distribution of curricular materials.

Corrective reading teachers were asked to estimate the proportion of available materials they used in instruction, and the proportion of materials they examined for usefulness. Table 1 presents

workshops and staff meetings, which were conducted prior to the initiation of the program and during school holidays not observed by the New York City Board of Education.

The proposal anticipated that 20,392 children would be served by the program, 89 per cent from Catholic schools and the remaining 11 per cent from Hebrew, Greek Orthodox, Lutheran, and Episcopal denominational schools. An estimate based on the total number of names on teachers' lists indicates that 18,710 children were reached at some time. Although these figures indicate that the project eventually reached 92 per cent of the children it intended to reach, it should be noted the number of children served at any one time must necessarily have been somewhat less than 92 per cent.

The records indicate that corrective reading teachers provided from 20 - 24 to 60 - 64 instructional hours; more than one quarter of them were available between 40 to 44 hours and about 24 per cent were available for between 50 and 54 hours. Approximately 46 per cent of the pupils in the sample schools received between 35 and 44 hours of instruction. Pupil turnover and absenteeism were the primary factors underlying the difference between the availability of the teacher and the hours of instruction received by the pupils.

Materials: A large variety of reading curricular materials, produced by leading publishers, were specified for use in the program. Corrective reading teachers were asked to estimate the

CHAPTER III

FINDINGS

Extent of Implementation - The original proposal listed 184 schools eligible for the Corrective Reading Program. Later lists contain 208 schools. Corrective reading teachers were actually assigned to 171 schools.

According to the project proposal, school eligibility was based on the economic status of the pupils attending. The criterion used was whether or not 10 per cent of the pupils met federal eligibility requirements for free lunches. All of the schools visited by the evaluation staff were in poverty areas of the city. Selection of individual pupils for the program depended on their reading retardation without further concern for whether they were, as individuals, economically deprived.

The total number of corrective reading teachers involved in the program was 123. Instructional time was fixed at 20 hours, with five additional hours per week devoted to preparation and conferences with pupils, parents, supervisors, and so on. The typical weekly schedule of a full-time teacher consisted of meeting with small groups of approximately ten children for two one-hour sessions a week. A normal teacher load was about 100 pupils in two different schools, approximately five groups of 10 pupils in each school.[1] In addition, teachers were expected to attend

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[1] According to the local interpretation of the Elementary and Secondary Education Act, this schedule of personnel seemed to conform most closely to the provisions of the Act.

one school together. This visit was followed by a series of meetings in which the aspects of the program to be observed were selected, the observation and interview techniques of each observer were analyzed and refined, and the actual forms for data collection were developed. The evaluation chairman, together with different members of his staff, observed several schools, both in order to collect data, and to insure a standard level of uniformity in the approach to each school. Also included in the first category of data were items of information collected in interviews and at meetings with key supervisory personnel of the program.

The second category of procedures consisted of the administration of two questionnaires. The first was sent in June to classroom teachers and principals of all 171 participating schools. The second questionnaire was addressed to the 123 corrective reading teachers (see Appendix B).

Finally, copies of the Corrective Reading Program Progress Reports, kept by the corrective reading teachers, were examined and analyzed for the sample schools (see Appendix B). These records contained data on each pupil's Informal Textbook Test (ITT) scores and frequently, but not always, scored for two administrations of the Metropolitan Achievement Test in Reading. Pupils' age, grade, date of admission to the program, hours of instruction received, absences and so on were also available in these progress reports.

ments by cross-checking against several alternative sources of information. Finally, there were some questions of the appropriateness of using the available tests and measures that became apparent only in the final analysis of the data, and which will be discussed in later sections.

Procedures - Three categories of procedures were used in this evaluation. First there were direct observations of the instructional process in the classroom. A sample of 20 schools was visited by members of the evaluation staff, who made systematic observations of the instructional process and who interviewed principals,[1] classroom teachers, corrective reading teachers, and participating pupils. This sample of 20 schools was chosen to proportionally represent the various denominational schools participating in the program. Consideration was given to selecting sample schools that did not participate in the intensive evaluation of the Corrective Mathematics Program.

The techniques for observation and interview, and the formulation of a standard form for the preparation of protocols were developed in a short training program (see Appendix B). The entire evaluation staff, consisting of the chairman and three associates, all experienced in teaching and in systematic observation, visited

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[1] In some nonpublic schools principals delegated liaison responsibility for the Corrective Reading Program to key administrative personnel in the school. In this report, these administrators will be treated together with principals.

of an appropriate control group in the participating schools proved unfeasible. A sample of "acceptable equivalent" pupils in the program schools was not available because the program was designed to reach all the children defined as its target population. The proposal included plans for replacing children whose reading deficiencies had been remedied with other eligible children from a waiting list. In other words, cases that might have been identified as a "control group" could, at any time, have entered into the "experimental group."

Since it proved impossible to identify an equivalent group of pupils in the same schools to control for the effects of the program, an effort was made to obtain a control group in the public schools' Corrective Reading Program; a comparison between such groups might have shed light on the nonpublic aspects of the Title I program. Initial review of the data that had been collected however, revealed too many divergent variables requiring control and too many unknown factors in testing procedures to permit scientifically acceptable interpretation. Therefore, in the present evaluation, where the evaluator did not participate in the formulation of the program or the initial study design, a policy was formulated of gathering data from nonpublic schools by interview, observation, and questionnaire. As many available test scores, records, and documents as possible were examined. Attempts were made to resolve questions of the validity of various measure-

CHAPTER II

NATURE OF THE EVALUATION STUDY

Objectives of the Evaluation - The study was directed at three major objectives. These were:

1. A determination of the degree to which the program outlined in the original proposal had been realized, including a study of the children selected for corrective reading services;
2. An assessment of the effect of the program on the pupils it served.
3. It was necessary to train a corps of corrective reading teachers for the program. This aspect assumed special consideration in the evaluation.

The main emphasis of the proposal was in supplying a service and in determining whether or not the service was effective. Given this direction, the present evaluation did not concentrate on the identification of general principles that might contribute to the effectiveness of educational operations, nor with the development of alternate procedures that might involve different costs and different levels of effectiveness.

Strategy and Procedures - Plans for developing a formal, experimental design were rejected for a variety of reasons, the most important being that the conventional (and to date, optimal) comparison-of-groups design could not be developed. The identification

schools on a part-time basis and for the most part, worked in two different schools throughout the school year. Most schools received the services of one or another corrective reading teacher every day of the week.

A coordinator was appointed by the Board of Education to administer the program and supervise the teachers. Liaison personnel, chosen by the Board and denomination officials, were available to facilitate communication between public and nonpublic school administrators. According to sources at the Board of Education, the program resembled (in its essentials) the Corrective Reading Program of the New York City Public Schools.

CHAPTER I

DESCRIPTION OF THE PROJECT

The main objective of the Corrective Reading Program was the improvement of reading competence in a group of children suffering from reading retardations of one year or more in the first four elementary grades or retardations of two years or more in grades five through eight. The stated objectives of the program included:

1. Improved performance as measured by standardized achievement tests;
2. Improved classroom performance in reading;
3. Improved children's average daily attendance;
4. Improved attitude toward school and education.

The procedures developed by the Board of Education to implement the program consisted of: (a) training a corps of teachers to provide these services; (b) furnishing corrective reading instruction by these specialized teachers to small groups; (c) supplying curricular materials and equipment to facilitate instruction.

The program was staged in a group of nonpublic regular day schools[1] that served attendance areas with high concentrations of low-income families. The number of schools was 171. These denominational schools in New York City received the services of corrective reading teachers employed by and responsible to the New York City Board of Education. These teachers visited the participating

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[1] Nonpublic regular day schools includes both secular and parochial private schools. Only parochial schools participated in this program.

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Corrective reading teachers, principals, and teachers were asked to estimate whether there was improvement in reading skills among most, many, or few students. About half the respondents agreed that the improvement was moderate.

Agreement among the groups was less marked as to whether there was improvement in "ability to do assignments," "participation in learning activities," "increase in attention span" and "general improvement in behavior." The percentage of regular classroom teachers indicating improvement in "most" or "many" students was approximately 20-25 per cent lower than the estimates of the corrective reading teachers.

D. Recommendations

1. If the program is continued, provisions should be made for a design that permits comparison among various kinds of treatments and thus provides for the isolation of factors that contribute to the improvement of reading.

2. Consideration should be given to a design that would integrate programs in speech, language arts, and corrective reading.

3. Some of the subtleties of the ethnic and linguistic environments of the target population should be given greater attention.

4. Since the program serves a large number of non-native children, future plans should provide a special corps of corrective reading teachers, oriented to the linguistic differences among children.

5. The selection procedure should be revised and oriented toward identifying pupils who are most likely to benefit from the particular program to which they are assigned. Recommendations should be made in June rather than in September by the teachers who have had a full year in which to assess the children. New tests are also needed. A corps of special examiners might be responsible for identifying and diagnosing the reading problems of participating children.

6. Consideration of ethnic subtleties, needs of non-native children, and selection procedures presents the possibility of including provisions for systematic selection of specific groups for comparison. This tactic not only would help develop a broader approach to the problems of improving reading but also would increase knowledge in the field.

7. The phenomenon of "slippage," or loss from the potential efficiency to the actual level of performance, bears further investigation.

8. Efforts should be made to improve the logistic support of the program by accelerating the distribution of curricular materials.

9. High priority should be assigned to providing more supervisory sessions for corrective reading teachers.

Based on sample data, the corrective reading teachers were available for an average of 50 hours of instruction throughout the project, with the range of their availability extending from 41 to 61 hours. The total number of teachers involved was 123. Generally each teacher worked in two different schools; most schools received the services of a teacher every day of the week.

A variety of standard reading curricular materials was specified for use in the project. According to teachers' estimates, approximately half the materials were available by October 17, but not until April 15 did more than half the teachers receive all or almost all the materials. Not all the available materials were found useful by all the teachers; about 40 per cent of the responding sample reported that 60-80 per cent of the materials were useful. Classroom observations and interviews indicated that this was a somewhat high estimate.

B. Teachers' Reactions

Approximately 90 per cent of the corrective reading teachers were recruited from among the graduates of the "Intensive Teacher Training Program" (ITTP), and had little or no prior experience in teaching.

The Corrective Reading program provided its teaching staff with workshops, study guides, demonstrations, supervision, etc. In rating the various aspects of this training program, these teachers reported that demonstrations by supervisors and consultants, critiques by their supervisors, and informal chats with their colleagues were most useful to them. The preponderant number of principals and classroom teachers was well-trained, capable, and cooperative.

Evaluation staff observers reported a wide range of teaching performance, from poor to excellent and from sophistication to ignorance in the teaching of reading and related problems. Principals and teachers in the participating schools, on the other hand, judged the corrective reading teachers as competent and well-trained.

C. Effect on Pupils

In assessing the characteristics of the pupils served, a sample of teachers responding to a questionnaire indicated that 35 per cent of the pupils were "generally slow learners," 41 per cent were "children from impoverished home backgrounds poorly prepared for school," two per cent were "children with physical handicaps not previously diagnosed," one per cent were "children with physical handicaps affecting reading despite ongoing medical attention," 20 per cent were "non-native children having difficulties with English," 16 per cent were "native children having difficulties with standard English," and 21 per cent were pupils with previously inadequate reading instruction."

CORRECTIVE READING SERVICES FOR DISADVANTAGED PUPILS IN NONPUBLIC REGULAR DAY SCHOOLS

THE PROJECT

The Corrective Reading Services for Disadvantaged Pupils in Nonpublic Regular Day Schools project consisted of the assignment of corrective reading teachers and the allocation of equipment to nonpublic schools serving disadvantaged children. Children in grades 1-4 with reading retardation of one year or more and children in grades 5-8 retarded two or more years in reading were assigned to approximately two hours per week of special instruction. The corrective reading teachers were responsible for diagnosing individual reading problems and for conducting instruction in small groups, usually of about ten children.

OBJECTIVES OF THE EVALUATION

The evaluation of the project had three major objectives:

1. To ascertain the degree to which the program was implemented.
2. To assess the effect of the program on the pupils.
3. To assess the reactions of the corrective reading teachers to the project.

Procedures

1. Interviews were conducted with participating administrators, corrective reading teachers, classroom teachers, and principals in participating schools. Observations were made in corrective classes.

2. Questionnaires were administered to corrective reading teachers, principals, and teachers.

3. The records kept by corrective reading teachers, which included informal test scores and scores on the Metropolitan Achievement Test of Reading were examined.

FINDINGS AND RECOMMENDATIONS

A. Implementation

Corrective teachers were assigned to 171 schools. An examination of a sample of teachers' progress reports revealed that for individual children the mean number of hours of instruction was approximately 40 hours.

CENTER FOR URBAN EDUCATION

FIELD RESEARCH AND EVALUATION COMMITTEE

ESEA TITLE I EVALUATIONS

SUMMARY REPORT

Date: July 31, 1967

Project: Corrective Reading Services for Disadvantaged Pupils in Non-Public Regular Day Schools

Evaluation Director: Dr. Aaron Carton, Assistant Professor
Division of Teacher Education
The City University of New York

NOTE: To assist in the planning of Title I projects for 1967-8, this summary was prepared after the collection of all data but before the writing of the final report. The final report will contain a complete, detailed evaluation of the project.

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Center for Urban Education
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New York, New York 10036

CORRECTIVE READING SERVICES FOR DISADVANTAGED PUPILS IN NONPUBLIC REGULAR DAY SCHOOLS

Aaron S. Carton

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director

October 1967

the average, attended 15 meetings.

Copies of agenda, minutes, handouts, record forms, and background materials used at the workshop sessions were made available to the evaluation team. The meetings were concerned both with administrative procedures, such as personnel forms, teachers' time cards, pupils' attendance records, orientation to the nonpublic schools, structure of the program, as well as substantive matters. These substantive matters included objectives of the program, causes of reading retardation, testing and administration of the Informal Textbook Test, selecting materials, working with children, examination of curricular materials, and so on.

According to the program coordinator, the training of the corrective reading teachers included supervisory classroom observations in addition to the workshops. The field supervisors made suggestions, demonstrated techniques in the classroom, and also prepared detailed, confidential reports on each teacher's performance and progress.

On their questionnaire, corrective reading teachers were asked to rate aspects of their training on a five-point scale ranging from "not useful at all" to "most useful." "Demonstration lessons by supervisors," "conferences and chats with colleagues," and "critiques by supervisors" were rated most useful. The items rated next most highly useful were "demonstrations by special consultants" and "conferences with supervisors." The categories rated as "moderately useful" included: "your teacher-training program;" "workshops

for the Corrective Reading Program;" "academic courses in reading;" "other subject;" "study of special bulletins supplied by the program;" and "reading of magazines, journals, and books."

Interviews with the sample of corrective reading teachers indicated uncertainty both about knowing the field of corrective reading, and about their own ability to give students the specialized instruction. In the interviews and on the questionnaire, corrective reading teachers indicated a need for more supervisory sessions, which they felt were the most useful training techniques. They felt that one or two supervisory visits were not enough to train them in the skills they needed. The program coordinator indicated that a strategy had been developed of hiring only the most qualified supervisors, thus limiting the number that could be recruited in the time available, although funds were adequate to provide some additional personnel. The coordinator anticipated that had more but poorer supervisors been engaged the complaint might have been about the inadequacy, rather than the infrequency of these visits. Perhaps there is a small margin within which standards as to the qualifications of the supervisors might be lowered in order to increase the number of supervisors.

A wide range of teaching performance was observed by the evaluation staff. Characteristics of performance were recorded on a standardized form which included: ability to engage the class, appropriateness of methods and materials, professionalism, and

relation to children (Appendix B).

Most of the 14 teachers observed were rated as "average," or above, although there were instances of below average performance. Two teachers were rated "superior," four were rated "above average," and the remaining four were rated "below average." None of the teachers received an "unsatisfactory" overall rating by the observers.

Information about prior teaching experience was available for 13 of these 14 teachers. All four teachers that had been rated "below average" were inexperienced, while none of the teachers with previous experience were rated in this way. Both of the teachers rated as "superior" had had special training in the teaching of reading. One of these had prior teacher experience while the other had not.[4]

Observers were unanimous in noting that the corrective reading teachers had difficulty in subgrouping and individualizing instruction. Corrective teachers also indicated that this was a problem area for them. About 70 per cent of the questionnaire respondents estimated that they spent 75 per cent or more time in whole group instruction, while 80 per cent indicated that they felt whole group instruction should occupy less than 50 per cent of available

---

[4] While there are too few cases to permit conclusions, the data suggest a hypothesis for future investigation. Since "average" or "above average" teachers may be either experienced or inexperienced, and since "below average" teachers tend to be inexperienced, perhaps experience is partly a selection factor. That is: is it possible that "below average" teachers either tend to improve or leave the profession?

classroom time. Corrective reading teachers attributed this discrepancy to their inexperience and lack of knowledge of specific techniques and procedures. Some respondents indicated that they felt they could individualize better in the future as a result of this experience.

Classroom teachers and principals at participating schools were asked to rate corrective reading teachers' "capability," "cooperativeness," and "training." The preponderant majority of respondents rated the corrective reading teachers highly "capable," "cooperative," and "well trained." The ratings are presented in Table 8A (Appendix A).

In general, it can be concluded that the program succeeded in putting into the field a corps of teachers who were on a par with the average teacher who might be observed in any school system, and a corps of teachers whose motivation for self-improvement is dynamic enough to permit the expectation of further improvement and success.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The Corrective Reading Program in the nonpublic schools was essentially a replication of the Board of Education's program in the public schools. The evaluation found that generally:

1. The program functioned smoothly, liaison was effective, and participating schools and corrective reading personnel were favorably disposed toward the program.
2. The original proposal was generally well implemented, with the exception of the late arrival of some curricular materials, and the inability to recruit as many corrective teachers as required to serve all eligible schools.
3. The achievement scores that were available did not indicate any improvement in reading ability. However, because of many questions of reliability and validity about the tests used, the administration, scoring and record keeping, no attempt was made to interpret these results. Therefore, based on these measures, no conclusions about program effectiveness will be made. Subjective judgments of corrective reading teachers and classroom teachers and principals in the participating schools suggest improvement in pupils' ability to read.
4. The corps of corrective teachers were on a par with beginning teachers who might be observed in any school system, and were judged as competent by the teachers and principals in the participating schools.

A number of recommendations were either stated or implied in this report; these recommendations are recapitulated and expanded:

1. Provision should be made in the future for an evaluation design that permits comparison between treatments, and the isolation of factors that contribute to the improvement of reading. The cost of such pre-planning would be negligible when one considers the value of the increased knowledge that might be gained. The present state of corrective reading does not seem to be advanced enough to warrant the allegation that placing a child in a control group increases his deprivation.

2. A broader approach to the problems of improving reading is warranted. Consideration should be given to a design that would integrate programs in speech, language arts, and corrective reading. The known relations between skill in reading and linguistic functioning suggest that a program incorporating speech, language arts and corrective reading may prove to be more effective than a separate program for each.

3. More attention should be paid to the selection procedure in terms of attempting to identify pupils most likely to benefit from the particular program.

4. Recommendations of classroom teachers should be allowed to carry considerable weight in the selection procedure. The value of their recommendations is, of course, contingent on their opportunity to observe pupils over an adequate period of time, an awareness of the problems of identifying children who could learn more than they do in their present circumstances, and complete information about the

remedial program for which selection is made.

5. Further, a marked improvement could be made if a more formalized diagnostic test analogous to the Informal Textbook Test, were developed and administered by a corps of experienced specialists. Testing should be oriented toward identifying pupils for the programs, diagnosing effects, and prescribing appropriate instructional procedures to be followed by corrective reading teachers.

6. The diverse causes of reading retardation indicate the necessity of utilizing the contributions of sociologists and psychologists in selection of students, in planning curriculum, and in training teachers.

7. Efforts should be made to improve the logistic support of the program by accelerating the distribution of curricular materials.

8. High priority should be assigned to providing more supervisory sessions for corrective reading teachers, and more training in individualized instruction.

A program like Corrective Reading will be more effective with a higher percentage of pupils only when pupils more likely to benefit from the special instruction are selected for participation. The criteria of social fairness and bureaucratic efficiency are not the only ones to be applied since these criteria, in isolation, may detract from the efficiency of the entire program.

ACKNOWLEDGEMENTS

A report, such as the one submitted here, is inevitably a group effort. Mrs. Sema Brainin, Mrs. Barbara Levy, and Mrs. Rosaline Ritter participated in planning and data collection. Mrs. Brainin and Mrs. Levy also contributed to the data processing and analysis. A team consisting of Selwyn Fraiman, Jeffrey Glauber, Jeffrey Issler, and Alan Werner executed the tallying.

Personnel at the Center for Urban Education facilitated the evaluation. Dr. Rita Senf was most helpful and cooperative in making available instruments, data, notes, space, valuable impressions, and access to channels of communication. Mr. George Weinberg provided valuable assistance in relations with the New York City Board of Education, in locating sources of information, and in editorial matters. Mr. Joseph Krevisky supplied the administrative support and a climate conducive to free inquiry and vigorous study.

Mrs. Ethel Patricia Cutler, coordinator of the program for Corrective Reading Services for Disadvantaged Pupils in Regular Nonpublic Day Schools, also merits special thanks both for her cooperativeness with the evaluation study and for the time taken from her busy schedule to supply necessary information.

Appendix A

Table 1A

Percentage of Corrective Reading Teachers' (CRTs)

Rating Restrictions (N=128)

Factors	Per Cent Responding to Degree of Restriction: None	Slight	Some	Frequent	Serious	No Response
Frequent Absence of Students	42	33	11	3	5	6
Frequent Lateness of Students	55	17	9	5	2	12
Inaccessibility of Equipment	55	19	8	5	8	5
Restrictions in Physical Setting	49	23	10	4	9	5
Administrative Restrictions at the School	81	9	0	4	1	5
Administrative Restrictions by the Board	36	12	1	0	14	37
Interference by the Teachers at the School	81	8	2	2	1	6
The Setting in General	60	20	9	5	5	1

Table 2A

Classroom Teachers' and Principals' Ratings of Importance

of Various Factors Contributing to The Improvement of Reading

Factors		Per Cent Responding to Degree of Importance					
		Very	Rather	Some-What	Slight-ly	Irrel-evant	No Response
Regular classroom reading program	Teachers (N=99)	66	21	7	3	0	3
	Principals (N=26)	50	31	11	0	0	8
Corrective reading program	Teachers (N=103)	77	15	6	1	0	1
	Principals (N=23)	87	9	0	0	0	4
Teaching in the classroom	Teachers (N=102)	67	24	5	2	0	2
	Principals (N=24)	50	33	4	0	0	13
Development of child independent of school	Teachers (N=98)	58	26	8	1	4	3
	Principals (N=23)	52	27	13	0	0	8

Table 3A

Comparison of Ranges of Initial Informal Textbook Test (ITT) Scores With Initial Metropolitan Achievement Test (MAT) in Reading Scores For Three Teachers

Teacher	N in Group	Range of Initial Scores: I T T	Range of Initial Scores: M A T
Teacher A Group			
Grade 3	10	preprimer - 1-1	2.3 - 3.5
Grade 3 and 4	9	1-1 - 1-1	2.1 - 3.9
Grade 4 and 5	8	2-1 - 3-0	2.9 - 4.5
Grade 4 and 5	8	2-1 - 3-1	3.0 - 5.1
Teacher B Group			
Grade 3	12	Nonreader - primer	2.0 - 3.0
Grade 6	10	3-1 - 4-0	3.7 - 5.6
Grade 6 and 8	7	1-1 - 3-1	3.3 - 3.9
Teacher C Group			
Grade 3	12	preprimer - 1-1	2.0 - 2.9
Grade 4	9	3-1 - 3-2	2.4 - 3.1
Grade 5	9	3-1 - 3-5	3.1 - 3.7
Grade 5	9	3-2 - 4-2	3.1 - 4.9

Table 4A

Number and Percentage of Pupils Assigned by CRTs to Factors Related to Reading Disabilities

Cause of Disability	Pupils	
	Number[a]	Per Cent
Generally "slow learners"	2320	35
Poorly motivated children or children with emotional problems	2034	31
Children from impoverished home backgrounds poorly prepared for school	2715	41
Children with physical handicaps not previously diagnosed	155	2
Children with physical handicaps affecting reading despite ongoing medical attention	89	1
Non-native children having difficulties with English	1311	20
Native children having difficulties with standard English	1023	16
Pupils with previously inadequate reading instruction	1386	21
Total number of children reported on	6572	

a Since the categories were not mutually exclusive, the total percentage exceeds 100 and the numbers total more than 6572.

Table 5A

Percentage of Classroom Teachers', Principals' and Corrective Reading Teachers' (CRTs) Rating the Number of Pupils Improved on Four Factors

(N = Classroom Teachers = 102; Principals = 23; CRTs = 53)

Factors	Respondent	Percentage Responding			
		Most Students	Many Students	Few Students	No Response
Improvement in Ability To Do Assignments Requiring Skills in Reading	Classroom Teachers	18	42	27	3
	Principals	26	36	13	4
	CRTs	34	48	6	5
Participation in Learning Activities (Enthusiasm for school, attendance etc.)	Classroom Teachers	14	33	38	7
	Principals	26	34	22	17
	CRTs	18	54	14	8
Increased Attention Span	Classroom Teachers	16	29	37	6
	Principals	17	60	[illegible]	13
	CRTs	13	49	25	6
General Improvement in Behavior and Attitude	Classroom Teachers	17	22	38	11
	Principals	17	43	34	4
	CRTs	24	42	24	2

Table 6A

Percentage of Classroom Teachers', Principals' and Corrective Reading Teachers' (CRTs) Rating the Degree of Pupil Improvement on Four Factors

(N = Classroom Teachers = 102; Principals = 23; CRTs = 53)

		Percentage Responding			
	Respondent	Marked	Moderate	Slight	No Response
Improvement in Ability To do Assignments Requiring Skills in Reading	Classroom Teachers	14	53	16	1
	Principals	17	60	13	9
	Corrective Reading Teachers	21	56	6	8
Participation in Learning Activities (Enthusiasm for school, attendance, etc)	Classroom Teachers	14	43	18	5
	Principals	30	34	9	22
	Corrective Reading Teachers	34	45	6	5
Increased Attention Span	Classroom Teachers	14	40	27	2
	Principals	26	39	22	13
	Corrective Reading Teachers	22	49	13	6
General Improvement in Behavior and Attitude	Classroom Teachers	10	33	32	7
	Principals	22	43	30	4
	Corrective Reading Teachers	37	43	10	3

Table 7A

Mean and Median Scores on The Initial and Final Administration of The Metropolitan Achievement Test (MAT) in Reading For Sample Pupils (N = 298*)

	Grade			
	3	5	6	7
Number of Pupils	127	75	38	57
Mean Score				
Initial	2.7	3.7	3.8	4.8
Final	2.6	3.8	3.8	4.6
Median Score				
Initial	2.8	3.6	3.8	4.5
Final	2.6	3.8	3.9	4.5
Range of Scores				
Initial	1.8-4.1	2.4-5.2	3.2-5.2	3.0-8.0
Final	1.8-4.1	1.5-7.6	2.2-5.5	1.8-7.2

*Note: N in Grade 8 = 1

Table 8A

Principals' and Classroom Teachers' Ratings of Capability, Cooperativeness and Adequacy of Training of Corrective Reading Teachers

Ratings by:	Percentage Ratings Corrective Teachers								
	Capable			Cooperative			Well Trained		
	Very	Fairly	Not at all	Very	Fairly	Not at all	Very	Fairly	Not at all
Classroom teachers	86	11	3	95	4	1	79	18	3
Principals	82	13	5	97	3	0	76	24	0

Appendix B - INSTRUMENTS

CORRECTIVE READING SERVICES FOR DISADVANTAGED PUPILS IN NONPUBLIC REGULAR DAY SCHOOLS

List of Instruments

Interview of Teacher	B1
Interview of Principal	B3
Children's Interview	B5
Interview of Regular Classroom Teachers	B6
Individual Lesson Observation	B9
Teachers Questionnaire	B12
Questionnaire for Classroom Teachers and Principals	B22

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Corrective Reading Program in Non-Public School

Teacher_____ School_____

Date_____ Principal_____

Observer_____

Interview of Corrective Reading Teacher

Career Information

Ed. Background
Prof. Background
Special Preparation

Key: - Circle the appropriate number, where appropriate: 1. unsatisfactory, 2. satisfactory with reservations, 3. satisfactory, 4. satisfactory with positive endorsement, 5. highly enthusiastic. If you have no basis on which to judge a particular item circle 0. Beneath each item give any supporting evidence.

I. Attitude toward	Corrective Teacher's Evaluation					
A. Program	1	2	3	4	5	0
comment						
B. Teaching Staff	1	2	3	4	5	0
comment						
C. Materials	1	2	3	4	5	0
comment						

D. Facilities 1 2 3 4 5 0

comment

E. Students-Belief in Educability 1 2 3 4 5 0

comment

F. In-Service Training 1 2 3 4 5 0

comment

II. Structure and Operations

A. Schedule 1 2 3 4 5 0

comment

B. Communication 1 2 3 4 5 0

1. Teaching staff

comment

2. Supervisor 1 2 3 4 5 0

comment

3. Bd. of Education 1 2 3 4 5 0

comment

4. Other

III Recommendations of C.R.J.

IV Evaluation's judgment of

A. Professional awareness of C.R.J.'s cognizance of educational objectives and procedures 1 2 3 4 5 0

comment

B. Emotional reaction of assignment to non-public school

comment 1 2 3 4 5 0

C. Teacher's attitude as revealed in interview 1 2 3 4 5 0

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Corrective Reading Program in the Non-Public Schools

Teacher:_____ School:_____

Principal:_____ Observer:_____

Time & Place of Interview:_____

Interview of Principal

Key: For interview rating score, circle the appropriate number: 1-unsatisfactory; 2-satisfactory with reservations; 3-satisfactory; 4-satisfactory with positive endorsement; 5-highly enthusiastic. If you have no basis on which to judge a particular item, circle 0, meaning not scorable. In the blank space underneath each item, please comment on what led to your rating, cite the incidents you observed, etc.

I. Attitude toward: (Principal's own rating)

A. Program: 1 2 3 4 5 0

comment:

B. Corrective Reading Teacher: 1 2 3 4 5 0

comment:

C. Materials 1 2 3 4 5 0

comment:

D. Facilities 1 2 3 4 5 0

comment:

E. Target Population: (non-rateable)

1. Composition of Corrective Reading Group

Description:

2. Composition of Surrounding Area

Description:

III Structure and Operations

A. Schedule 1 2 3 4 5 0

comment:

b. Size of Classes 1 2 3 4 5 0

comment:

c. Number of Students in Program 1 2 3 4 5 0

comment:

d. Communications 1 2 3 4 5 0

1. Staff - Corrective Reading Teacher 1 2 3 4 5 0

comment:

2. Board of Education 1 2 3 4 5 0

comment:

3. Parents 1 2 3 4 5 0

comment:

4. Other

IV Recommendations for Program:

V Evaluation's Judgment of Principal's Attitude:

(use reverse side for full commentary)

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Corrective Reading Program in the Non-Public Schools

Children's Interview Questionnaire

School_____ Principal_____

Teacher_____ Time & Place Interviewed_____

Group_____

Instructions: Give as many illustrative comments about child as you can - try to obtain as much detailed information as possible.

I. Warm-up:

1. What are you reading now?
2. What do you like best about the story?
3. What activities have you had on story?
4. Do you have any books at home? (What are some names?)
5. What kinds of stories do you like to read?
6. Do you ever take books out of the library? What kind?
7. Do you enjoy reading now more than you used to?

II. Questions on Class

8. Has this class helped you a lot? Does the teacher help you?
9. Do you know why you come to this class?
10. Do any of the children from your regular class come with you? (Who are they?)
11. How do you know when it's time to come to this class? (Do your regular classmates say they'd like to come? What do they say?)
12. What does your class do while you're here? (Do you miss that?)
13. Do you have reading in your regular classroom?

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Title I Evaluations

Interview
of
Regular Classroom Teachers

of

Released Children to Corrective Reading Program

1. How many students in your class are released for corrective reading?

_____

2. Of these students can you judge whether any general growth occurred in the following:

0 = no judgment 1 = not at all 2 = slight change 3 = noticeable change
4 = considerable change

a) Increased ability to do assignments requiring reading skills 0 1 2 3 4

b) Gain in participation in learning activities (more enthusiasm for schod, better attendance) 0 1 2 3 4

c) Improvement in personal and social attitudes (behavior, attitude to group.) 0 1 2 3 4

d) Increase in attention span. 0 1 2 3 4

3. Within the released time for your children in the Corrective Reading Program, what subject areas are scheduled for his grade class?

_____ _____

_____ _____

_____ _____

4. Does the loss of this time create any conflicts within the child?

Yes_____ No_____ Don't know_____.

If answer is yes, have you any suggestions for overcoming or alleviating?

_____

_____

_____

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Title I Evaluations

5. Within your grade class is there an opportunity for these released children to participate in activities that should aid their growth in reading accomplishment?

Yes_____ No_____

If yes, please specify: _____

_____

6. Circle the following number for rating the effectiveness of the areas listed. State suggestions for change or improvement if appropriate.

0 = Don't know 1 = unsatisfactory 2 = satisfactory 3 = need of improvement 4 = excellent

a) Procedure for selecting students 0 1 2 3 4

Comment: _____

_____

b) Liaison with Corrective Reading teacher 0 1 2 3 4

Comment: _____

_____

c) Schedule for children - number of hours per week 0 1 2 3 4

Comment: _____

_____

d) Released time of day for children 0 1 2 3 4

Comment: _____

_____

e) Achievement of students 0 1 2 3 4

Comment: _____

_____

f) Other - Comment _____

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Title I Evaluations

7. Are there any materials, methods or procedures for the corrective reading class that you like to adopt in your regular instructional program?

Yes_____ No_____ Don't know_____

If yes, please comment: _____

_____

_____

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33 West 42nd Street
New York, N. Y. 10036

Corrective Reading in the Non-Public Schools
Individual Lesson Observation

Teacher_____ School_____

Grade or Subject_____ Principal_____

Date_____ Observer_____

For each numbered item below, please circle a number between 1 and 5 to indicate the extent to which the described behavior is shown. If you have no basis on which to judge a particular item, circle 0, meaning not scorable. In the blank space underneath each item, please comment on what leads to your rating, cite specific incidents you observed, etc. 1-unsatisfactory, 2-below average, 3-average, 4-above average, 5-superior

To what extent:	Little 1	2	3	4	Much 5	Not Scorable 0
1. Has the teacher attempted to make the classroom look attractive in a way that is appropriate to the children's age level? Comment:	1	2	3	4	5	0
2. Are the children responsive to the teacher? Comment:	1	2	3	4	5	0
3. Do the pupils show interest and involvement in the class activities? Comment:	1	2	3	4	5	0
4. Do the children show interest in the materials presented by the teacher? Comment:	1	2	3	4	5	0
5. Is the teacher's use of language appropriate for the children? (For example, does she make adaptations for children who have language difficulties?) Comment:	1	2	3	4	5	0
6. Is the pacing of the learning activities appropriate for the pupils? Comment:	1	2	3	4	5	0
7. Does the teacher show that she can vary her teaching approach to meet the needs of particular pupils? Comment:	1	2	3	4	5	0

To what extent:

		Little				Much	Not scorable
8.	Does the teacher encourage questioning, suggestions, and other evidences of pupil initiative? Comment:	1	2	3	4	5	0
9.	Is the lesson part of a continuous process? That is, to what extent does the teacher refer to prior learnings and furnish leads to future learning? Comment:	1	2	3	4	5	0
10.	Does the teacher check on whether the pupils have acquired the knowledge she has been teaching? Comment:	1	2	3	4	5	0
11.	Does the teacher set standards for the children's behavior which are conducive to learning? Comment:	1	2	3	4	5	0
12.	Does the teacher show respect for the children as individuals? Comment:	1	2	3	4	5	0
13.	Does the teacher show awareness of special needs of individual children? (For example, show consideration of a child's possible fatigue, hunger, or need for special work different from the regular class work.) Comment:	1	2	3	4	5	0
14.	Does the teacher attempt to relate the class work to the pupils' environment and life experiences? Comment:	1	2	3	4	5	0
15.	Does the teacher seem to enjoy teaching? Comment:	1	2	3	4	5	0
		Poor				Excellent	
16.	Give your overall evaluation of the teaching-learning situation you observed. Comment:	1	2	3	4	5	

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Committee on Field
Research and Evaluation
Title I

June 14, 1967

Dear Colleague:

The Elementary and Secondary Education Act (ESEA) which provided the funds for the Corrective Reading Program in which you participated requires an evaluation of the program. The Center for Urban Education is under contract with the New York City Board of Education to provide an impartial assessment and the feed-back necessary for improving future stagings of the program.

The enclosed questionnaire is an integral part of this evaluation since the corrective reading teacher is the pivotal component of the program. As researchers, we recognize our responsibility for preserving the privacy of the sources of our information and you are assured that no report will be made which will permit the identification of specific schools or individuals.

Please return the completed questionnaire in the enclosed envelope in the next two or three days.

Thank you for your cooperation.

Very truly yours,

Aaron Carton

Aaron Carton, Ph.D.
Chairman
Evaluation of Corrective Reading
Program in Non-Public Schools

CENTER FOR URBAN EDUCATION
33 West 42nd Street
New York, New York 10036

EVALUATION OF TITLE I CORRECTIVE READING PROGRAM

IN NON-PUBLIC SCHOOLS TITLE I

Questionnaire for Corrective Reading Teachers

Wherever necessary use back of each page to complete answers or add your comments.

1. How many schools are you assigned to?_____

Were there any changes in your assignment or scheduling? Yes:___No:_____

If yes, please indicate number and nature of changes.

_____

_____

Please designate the name of each school to which you are or were assigned. (This identification is necessary for relating components of the Program to each other and will be deleted after analysis is completed.)

A. _____

B. _____

C. _____

2. Check ONE of the following for each school to which you were assigned:

	School A	School B	School C
The space in which I teach corrective reading has been the same place throughout the semester.	( )	( )	( )
Occasionally changed.	( )	( )	( )
Changed according to regular schedule.	( )	( )	( )
Changed each time I came to the school.	( )	( )	( )

Check ONE of the following for each school to which you were assigned:

	School A	School B	School C
A regular classroom.	( )	( )	( )
Office size - (Smaller than a classroom).	( )	( )	( )
An unoccupied gym, cafeteria or auditorium.	( )	( )	( )
A gym, cafeteria or auditorium where other activities are taking place.	( )	( )	( )
Other (specify)_____	( )	( )	( )

_____

3. In the spaces provided, please enter the appropriate numbers of students for each of the categories specified below. (Enter zeros, if necessary.)

   A. Total number originally accepted for your groups. _____

   B. Total number added. _____

   C. Total number dropped or released. _____

4. In the spaces provided, please enter the approximate numbers of pupils excused from the program for the reasons specified. (Enter zeros, if necessary.)

   A. Pupils who have come up to grade level in program. _____

   B. Pupils whose original admission was later considered an error in assessment. _____

   C. Pupils showing no promise of responding. _____

   D. Unmanageable disciplinary problems. _____

   E. Pupils withdrawn from the school. _____

   F. Pupils withdrawn by the school. (Indicate reasons or write "unknown.") _____

   G. Other (Specify)_____ _____

   _____

5. Please indicate the approximate number of your pupils that belong to each of the categories listed below. NOTE: Since any child may be in need of corrective reading for more than one reason, the total number of pupils shown here may exceed the total number of your pupils.

1. Generally slow learners. _____

2. Poorly motivated children and other emotional problems. _____

3. Children from impoverished home backgrounds poorly prepared for school. _____

4. Children with physical handicaps (in vision, hearing) not previously diagnosed. _____

5. Children with physical handicaps affecting reading despite ongoing medical attention. _____

6. Non-native children having difficulties with English. _____

7. Native children having difficulties with standard English. _____

8. Pupils with previously inadequate reading instruction. _____

6. Please indicate the degree to which each of the factors listed below limited your effectiveness as a corrective reading teacher. Use the numbers 1 through 5 to indicate the following:

1 . . . Did not restrict my work at all.
2 . . . Restricted my work slightly or occasionally.
3 . . . Sometimes restricted my work noticeably.
4 . . . Frequently restricted my work markedly.
5 . . . A very serious source of restriction.

(Use designations as in question 2)

	School A	School B	School C
Frequent absence of students.	( )	( )	( )
Frequent lateness of students.	( )	( )	( )
Inaccessibility of equipment.	( )	( )	( )
Restrictions in the physical setting.	( )	( )	( )
Administrative restriction at the school.	( )	( )	( )
Administrative restrictions from the Board. (Mark only under "School A")	( )	( )	( )

6. Cont.

	School A	School B	School C
Interference by teachers at the school.	( )	( )	( )
The setting in general.	( )	( )	( )
Other (Specify)_____	( )	( )	( )

---

7. Please rate each of the aspects of the Corrective Reading Program listed below using the number 1 through 5 to indicate the following:

1 . . . Inadequate should be entirely revised or discarded.
2 . . . Fair needs considerable revision.
3 . . . Good in need of some improvement but basically satisfactory.
4 . . . Very good - slight improvement needed.
5 . . . Excellent - changes would weaken it.

A. Procedure for selecting students. _____

B. Organization of lines of responsibility. _____

C. Liaison among personnel components of the program. _____

D. Teachers' schedules. _____

E. Student scheduling. _____

F. Record keeping procedures. _____

G. Supervisory procedures and in-service training. _____

H. What other aspects of the Program do you have comments about?

_____

_____

Please use the space below for comments and suggestions you may have about aspects of the program you have rated as unsatisfactory. (You may designate each aspect by the letter preceding it, in the list above.)

_____

_____

_____

_____

_____

8. Please rate each of the following items for their usefulness to developing your effectiveness as a corrective reading teacher. Use numbers 1 through 5 to indicate the following:

1 . . . Not at all useful.
2 . . . Slightly or occasionally useful.
3 . . . Moderately or relatively frequently useful.
4 . . . Generally and quite often useful.
5 . . . Among the items most useful to your teaching skill.
X . . . If item does not apply to you.

	RATING
Teacher training program	_____
Workshop for corrective reading program.	_____
Academic courses in reading.	_____
Other subjects.	_____
Demonstration lessons by supervisors.	_____
Demonstrations by special consultants.	_____
Critiques by your teaching by supervisors.	_____
Conferences with supervisors.	_____
Conferences and chats with colleagues.	_____
Study of special bulletins supplied by Program	_____
Reading of magazines, journals and books.	_____

List some titles of works on reading you have found most useful.

_____

_____

_____

Comments (Optional):

_____

_____

_____

_____

_____

9. Please check the appropriate spaces indicating your educational and professional background.

A. Amount of time in corrective reading program. Full-time___Part-time___

B. Nature of preparation for teaching. Regular teacher education program_____ ITTP_____Other (Specify)_____

_____

C. List all academic degrees, including B.A. and major area of study.

_____ _____

_____ _____

_____ _____

Partially completed degree(s) _____

_____

D. Nature of license (check more than one if appropriate)

Regular_____ Substitute_____Provisional_____

E. Number of years of teaching experience. _____

F. Are you retired. Yes___No___

G. Approximately what percent of your life have you spent in New York City?_____

H. Please check the areas in which you have taken courses, exclusive of the workshop, for this program.

Teaching of reading ____

English composition ____

English literature _____

Linguistics and/or philology _____

Child Development ____

Psychology (Exclusive of child development) _____

Foreign Language _____

Which one(s)? _____

Other relevant courses. (Specify) _____

_____

10. Rate each of the following aids to your teaching using numbers 1 through 5.

    1 - "Least useful" to 5 - "Most useful"

    Plan books _____ Audio-visual aids _____

    Printed curricular material in general _____

    Other (Specify) _____

11. In column (A) please indicate the percentage of time you think you actually spent in each of the categories of teaching listed and in column (B) indicate the percentages of time you feel you ought to have spent in each of the categories.

	A Actually Spent Time	B Ought to Have Spent
Whole Group Instruction	_____	_____
Sub-grouped Procedures (While some children worked independently)	_____	_____
Individualized Teaching (While the remaining children worked independently)	_____	_____

    In a few phrases, please give some explanations for your opinions and for any discrepancies that might exist between columns A and B.

_____

_____

_____

_____

_____

_____

12. Please check the appropriate box to describe your judgement of the effect of the Corrective Reading Program on the pupils in your classes.

A. Improvement in ability to do assignments requiring reading skills was seen in:	Most Students	Many Students	Few Students	No Judgement
	( )	( )	( )	( )

A-1. This improvement generally was:	Marked ( )	Moderate ( )	Slight ( )	No Judgement ( )
B. Participation in learning activities (more enthusiasm for school, better attendance,etc.) was seen in:	Most Students ( )	Many Students ( )	Few Students ( )	No Judgement ( )
B-1. This improvement generally was:	Marked ( )	Moderate ( )	Slight ( )	No Judgement ( )
C. Increase in attention span (Sustained study or attention to material presented) was seen in:	Most Students ( )	Many Students ( )	Few Students ( )	No Judgement ( )
C-1. This increase generally was:	Marked ( )	Moderate ( )	Slight ( )	No Judgement ( )
D. General improvement in behavior and attitude was seen in:	Most Students ( )	Many Students ( )	Few Students ( )	No Judgement ( )
D-1. This improvement generally was:	Marked ( )	Moderate ( )	Slight ( )	No Judgement ( )

E. If you have noticed any other positive effects of the program, will you write them in the spaces below, indicating whether most, some, or few pupils were affected and whether the effect was marked, moderate or slight.

Effect	No. of Pupils Affected	Degree
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

F. If you have noticed any negative effects that might be attributed to the program, write them here, indicating whether most, some, or few pupils were affected and whether the effect was generally marked, moderate or slight.

Effect	No. of Pupils Affected	Degree
_____	_____	_____
_____	_____	_____

12 F-Cont.

Effect	No. of Pupils Affected	Degree
_____	_____	_____
_____	_____	_____

G. Circle the grade level(s) to which your responses pertain:
2, 3, 4, 5, 6, 7, 8,

13. Please indicate under the dates shown below the approximate percentage of officially supplied curricular materials that had arrived for use by that date.

October 15	December 15	February 15	April 15	June 15
_____%	_____%	_____%	_____%	_____%

14. What proportion of the curricular materials that were supplied to you by the program did you have an opportunity to use?

_____

_____

15. What proportion of curricular items that were supplied to you did you have an opportunity to examine and study for their usefulness?

_____

_____

16. Please list below the five curricular items you found most useful in your work and indicate what they were most useful for.

Title	Use
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

17. Additional comments on curricular materials._____

_____

Thank you for your cooperation.

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Committee on Field
Research and Evaluation
Title I

May 15, 1967

Dear Colleague:

The Elementary and Secondary Education Act, which provided the federal funds for the Corrective Reading Program in progress at your school requires an evaluation of the program. The Center for Urban Education is conducting such an evaluation as an impartial agent for the New York City Board of Education. In this evaluation, we hope not only to determine the effect of the program upon pupils, but also to analyze how the various components of the program operate and relate to each other so that we may be able to provide feed-back for improving the design of future programs.

Your responses to the enclosed questionnaire are an essential aspect of the study and your suggestions are expected to be most valuable.

Identification of this questionnaire by the school it pertains to is necessary in order to study how each aspect of the program effects the rest. We are nevertheless mindful of our responsibility to keep all specific sources of data confidential.

We have tried to keep the number of questions to a minimum and we hope that no more than 15 minutes from your busy schedule will be required. Will you please return your completed questionnaire in the self-addressed envelope?

Thank you for your cooperation.

Very truly yours,

Aaron Carton

Aaron Carton, Ph.D.
Chairman
Evaluation of Corrective Reading
Program in Non-Public Schools

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Committee on Field
Research and Evaluation
TITLE I

EVALUATION OF TITLE I CORRECTIVE READING PROGRAM

IN NON-PUBLIC SCHOOLS

Questionnaire for Classroom Teachers and Principals

1. Please check the appropriate box to describe your judgement of the effect of the Corrective Reading Program on the pupils of your class who participated in it.

A. Improvement in ability to do assignments requiring reading skills was seen in:	Most Students ( )	Many Students ( )	Few Students ( )	No Judgement ( )
A-1 This improvement generally was:	Marked ( )	Moderate ( )	Slight ( )	No Judgement ( )
B. Participation in learning activities (more enthusiasm for school, better attendance, etc.) was seen in:	Most Students ( )	Many Students ( )	Few Students ( )	No Judgement ( )
B-1 This improvement generally was:	Marked ( )	Moderate ( )	Slight ( )	No Judgement ( )
C. Increase in attention span (sustained study or attention to material presented) was seen in:	Most Students ( )	Many Students ( )	Few Students ( )	No Judgement ( )
C-1 This increase generally was:	Marked ( )	Moderate ( )	Slight ( )	No Judgement ( )
D. General improvement in behavior and attitude was seen in:	Most Students ( )	Many Students ( )	Few Students ( )	No Judgement ( )
D-1 This improvement generally was:	Marked ( )	Moderate ( )	Slight ( )	No Judgement ( )

E. If you have noticed any other positive effects of the program, will you write them in the spaces below, indicating whether most, some, or few pupils were affected and whether the effect was marked, moderate or slight.

Effect	No. of Pupils Affected	Degree
_____	_____	_____
_____	_____	_____
_____	_____	_____

F. If you have noticed any negative effects that might be attributed to the program, write them here, indicating whether most, some or few pupils were affected and whether the effect was generally marked, moderate or slight.

Effect	No. of Pupils Affected	Degree
_____	_____	_____
_____	_____	_____
_____	_____	_____

G. Circle the grade level(s) to which your responses pertain: 2, 3, 4, 5, 6, 7, 8

2. A. Did children in the Corrective Reading Program miss any one subject more than any other?

( ) No ( ) Yes Which? _____

B. Did missing time from regular class create problems for: (check appropriate box).

( ) Most Pupils ( ) Many Pupils ( ) Some Pupils ( ) No Pupils

C. Do you have any suggestions or procedures you may have used for alleviating these problems?

_____

_____

_____

_____

_____

_____

3. Please indicate below your judgement of the relative importance of each general factor listed in improving the reading skills of children who require Corrective Reading.

		Very Important	Rather Important	Somewhat Important	Slightly Important	Irrelevant
A.	The regular classroom reading program	( )	( )	( )	( )	( )
B.	The Corrective Reading Program	( )	( )	( )	( )	( )
C.	Teaching in the Classroom	( )	( )	( )	( )	( )
D.	Development in the child occuring independently of the school	( )	( )	( )	( )	( )
E.	Other (specify)					
	_____	( )	( )	( )	( )	( )
	_____	( )	( )	( )	( )	( )
	_____	( )	( )	( )	( )	( )

4. Indicate below your judgement of the relative usefulness or possible harmfulness of each aspect of the Corrective Reading Program in improving reading skills.

	Very Useful	Somewhat Useful	Irrelevant Irrelevant	Somewhat Harmful	Very Harmful
A. The smaller groups	( )	( )	( )	( )	( )
B. The availability of a variety of materials	( )	( )	( )	( )	( )
C. The special attention from a special teacher	( )	( )	( )	( )	( )
D. The personality of the Corrective Reading teacher	( )	( )	( )	( )	( )
E. The skills of the Corrective Reading teacher	( )	( )	( )	( )	( )
F. The diagnostic procedures used	( )	( )	( )	( )	( )
G. Other (specify)					
_____	( )	( )	( )	( )	( )
_____	( )	( )	( )	( )	( )

CORRECTIVE READING PROGRAM QUESTIONNAIRE
NON-PUBLIC SCHOOLS / Teachers - Principals

5. A. How often have you met with the Corrective Reading teacher in your school?

( ) At least once a week ( ) Once a fortnight ( ) Once a month ( ) Once or twice ( ) Not at all

B. If you have met with Corrective Reading teachers, what did you discuss mainly? (Check one or more).

( ) Common problems
( ) The program in general
( ) Pupils
( ) Other (specify)_____

C. Please indicate below your opinion of the Corrective Reading teachers assigned to your school in respect to the three characteristics indicated.

	Teacher 1		Teacher 2
I. Check one for each teacher	( )	Capable	( )
	( )	Fairly capable	( )
	( )	Not capable	( )
II. Check one for each teacher	( )	Cooperative	( )
	( )	Fairly cooperative	( )
	( )	Not at all cooperative	( )
III. Check one for each teacher	( )	Well trained	( )
	( )	Fairly well trained	( )
	( )	Untrained	( )

6. How would you assess the reaction of the individuals listed below to the Corrective Reading Program?

	Very Favorable	Somewhat Favorable	Neutral	Very Unfavorable	Somewhat Unfavorable
A. The children in the program	( )	( )	( )	( )	( )
B. Parents of the children in the program	( )	( )	( )	( )	( )
C. Children not in the program	( )	( )	( )	( )	( )
D. Parents of children not in the program	( )	( )	( )	( )	( )
E. The principal	( )	( )	( )	( )	( )
F. Other teachers in the school	( )	( )	( )	( )	( )

CORRECTIVE READING PROGRAM QUESTIONNAIRE
NON-PUBLIC SCHOOLS / Teachers - Principals

7. Will you please assess the aspects of the Corrective Reading Program listed below?

	Excellent	Adequate	In need of Improvement	No Judgement
A. Procedures for selecting children	( )	( )	( )	( )
B. Scheduling	( )	( )	( )	( )
C. Your communication with Corrective Reading teachers	( )	( )	( )	( )
D. Liaison of program with school	( )	( )	( )	( )
E. Provision for locating the program	( )	( )	( )	( )
F. Other				
_____	( )	( )	( )	( )
_____	( )	( )	( )	( )
_____	( )	( )	( )	( )
_____	( )	( )	( )	( )

Your comments and suggestions on <u>all</u> aspects of the program are most welcome. (Use back of page if you wish).

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

THANK YOU VERY MUCH FOR YOUR COOPERATION

CR-NPS, FORM #10
School_____ Code _____
Address_____ District___
CRT_____ Date: June __, 1967

BOARD OF EDUCATION OF THE CITY OF NEW YORK
Office of State and Federally Assisted Programs
ESEA, Title I, Nonpublic Schools
141 Livingston Street
Brooklyn, New York 11201

Total No. Serviced _____
Total No. Now in Program _____
Range of ITT Level from ___ to ___
Median ITT Level _____

Range of Progress _____ mos. __ to __
Median Progress _____ months ____
Range of Hrs. of Instr. ___ From ___
to ___
Median Hours of Instr. _____

C O R R E C T I V E R E A D I N G P R O G R A M P R O G R E S S R E P O R T, 1966 - 67

COMPLETED REPORTS ARE DUE ON JUNE 12, 1967

1	2	3	4	5	6	7	8	9	10	11	12
NAMES OF PUPILS (List Alphabetically, Identify boys and girls)	C.A. 5.17.67	GRADE IN SCHOOL	DATE AD. TO PROG.	ITT LEVEL Init.	ITT LEVEL Final	PROG. IN MONTHS	HRS. OF INSTR.	SESS. ABS.	R. TEST SCORE Init.	R. TEST SCORE Final	SIGNIFICANT CHANGES IN: Work Habits, Attitude Toward Reading, etc.
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											

Col:
1. Include all pupils on program since Sept. 1966. (If pupil was dropped during the school year, write dropped, date and reason for dismissal in col. 12)
2. Compute the child's chronological age (C.A.) as 5/17/67 or up to date of dismissal.
3. Indicate child's school grade.
4. Indicate date when pupil was admitted to the Corrective Reading Program.
5. Indicate ITT level when pupil entered the program.
6. Indicate ITT level 5/67, or level of child when he was dismissed.
7. Indicate progress achieved up to date in months; e.g., if a child progressed from a 2-1 level to a 3-2 level, his progress is 15 months. (There are 10 mos. in a school year)
8. Indicate no. of sessions attended up to present.
9. Indicate no. of sessions missed by the pupil for whatever reason.
10. If you administered a Metropolitan achievement test in Sept., 1966, indicate the grade score achieved. If this data is not available, leave col. 10 blank.
11. Enter the grade score achieved in the final testing, May 1967.
12. Briefly enter any comments or remarks regarding significant changes.

More space was used on original data collection.

APPENDIX C

Staff List

Dr. Aaron S. Carton
Office of Research and Evaluation
Division of Teacher Education
The City University of New York

Mrs. Sema Brainin
Educational Researcher and Program Planner
Evaluational Research of Summer Head Start

Mrs. Barbara Levy
Research Assistant
Center for Urban Education

Mrs. Rosalind S. Ritter
Research Assistant
Center for Urban Education

10

EVALUATION OF NEW YORK CITY TITLE I

EDUCATIONAL PROJECTS 1966-67

SUPPORTIVE SERVICES FOR SOCIALLY MALADJUSTED CHILDREN IN REGULAR SCHOOLS

By Thelma M. Williams

October 1967

The Center For Urban Education

33 West 42nd St., New York, N.Y. 10036

Center for Urban Education
33 West 42nd Street
New York, New York 10036

THE CENTER FOR URBAN EDUCATION

SUPPORTIVE SERVICES FOR SOCIALLY MALADJUSTED CHILDREN IN REGULAR SCHOOLS

Thelma M. Williams

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director

October 1967

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Chapter I

INTRODUCTION

Description of the Project

On September 1, 1966, the New York City Board of Education received Title I funds to provide augmented supportive services for 12,279 public school pupils described as showing incipient maladjustment problems, as socially maladjusted and emotionally disturbed, or as potential delinquents and/or future school dropouts.

General Description of the Program

The Supportive Services program was designed to aid children who had been placed in special educational facilities because they were unable to maintain themselves in and profit from programs in regular classrooms. The augmented program included additional specialists in educational and vocational guidance as well as in psychology, social work, and psychiatry. These specialists were assigned to newly organized Early Identification programs in ten additional elementary schools (raising the total number of such programs from 37 to 47); to Junior Guidance classes in ten elementary schools serving 266 pupils; to 15 Special Guidance classes in five junior high schools and ten elementary schools; and to Career Guidance classes in ten junior high schools.

In addition, according to the initial project description,

"these specialists were to act as liaison between school personnel and the psychiatric hospitals to which the children might be referred or from which they might have returned. They were to provide continuous intervention in the children's life situation through work with parents, parent substitutes, and the community. They were also to consult with teaching staff in the selection of positive curriculum experiences and in screening out those curriculum experiences which, in their judgment, might have a negative effect upon the children."

Objectives of the Program

The main objectives of the program were:

1. To improve performance as measured by standardized achievement tests;
2. To improve the children's self-image;
3. To change (in a positive way) their attitudes toward school and education;
4. To raise their occupational and/or educational levels;
5. To increase their expectations of success in school;
6. To improve the children's average daily attendance.

THE PROGRAMS AND THE CHILDREN THEY SERVE

The Early Identification Program

The Early Identification Program (E.I.P.) was created to

identify the special needs and incipient problems of children, early in their school life, so that later school maladjustment might be prevented. It also seeks to identify potential giftedness in the early primary years and attempts to provide a school and home program to assure the development of this potential.

This program utilizes a team approach to identify and treat the target group in a school. The school team consists of a full-time guidance counselor assigned by the Bureau of Educational and Vocational Guidance, and a psychologist and social worker assigned on a half-week basis by the Bureau of Child Guidance. The principal of the school confers with the E.I.P. team members regularly. Each team within an individual school develops its own pattern of implementation which is predicated on the unique needs of that school and community. The aid provided might include help to the teacher in providing a better school program for a particular child, help to the child's parents through the social worker's guidance, a program of counseling or therapy for the child himself, and similar services to both the family and the school.

The Junior Guidance Program

The Junior Guidance Program was designed to provide a therapeutic climate in a public school setting which afforded opportunity for instruction, in "low register" classroom situations, to emotionally disturbed children who, for various reasons, could

not adjust in regular school settings. These classes, limited to 15 pupils per class, were to provide individualized academic instruction to these children.

The children selected for Junior Guidance classes have personality and character problems as well as deep-rooted learning disabilities. Special methods used in dealing with these children include:

1. Preliminary screening, including psychological testing prior to admission to the program;
2. Use of a full-team approach in a continuing consultative and therapeutic service. A clinical team, consisting of a social worker, psychologist, and psychiatrist (all of whose services are available, on call, to the other team members), works closely with the school guidance counselor as well as the Junior Guidance class teachers on all problems related in the program;
3. Creation of a classroom situation that might be more acceptant of the children's behavior patterns and might offer a learning situation adapted to their emotional as well as academic needs. There are generally clusters of two junior guidance classes, or several such clusters in a school, with three teachers assigned to each group of two classes. The provision of an extra teacher insures

a better pupil-teacher ratio with more individual attention for each child in the two-class cluster.

The Special Guidance Program

Special Guidance classes were formerly designated as Citizenship Classes. The classes in this program are supervised by the Assistant Superintendent of each district, with the help of the guidance coordinator assigned to the superintendent's office.

There were 120 Special Guidance classes in 1966-67. They were established on a district-wide basis for the temporary placement of pupils awaiting the final decision of suspension proceedings or administrative hearings. In many cases these proceedings may result in transfer to a school for socially maladjusted and emotionally disturbed children. These Special Guidance classes also may include children within a school, who, in the judgment of the principal, require temporary removal from the regular classroom because of emotional or behavior problems. Provision of a smaller classroom situation with the possibility of more help and direction from both the teacher and the school's guidance counselor, is thus offered.

There appear to be no specific criteria for the screening and admission of pupils to the Special Guidance Program. Pupils are admitted upon the recommendation of the teacher in consultation with the principal and guidance counselor. The final disposition

of each case is made by the school principal or, in some instances, by the assistant superintendent of the school district. The children selected may be of normal or even above average intelligence but are often severely retarded academically.

There are no grade designations in these classes although they may range from the second to the sixth grade. One class may include pupils from two consecutive grade levels. When a pupil is assigned to the program, the parent is invited by the school principal or the district superintendent to discuss the nature of the child's problem. After assignment of a child to a Special Guidance class, the guidance counselor works, on a supportive basis, with both parent and child. The child remains in the Special Guidance class until a final decision of his case is made, at which point he may go back to a regular class in the same school, or he may be assigned to one of the special schools. There is no specific regulation as to the time a child may spend in a Special Guidance class, and this period seems to vary from a few weeks to as long as a full school term.

Career Guidance Program

The pupil population in Career Guidance consists of young adolescent boys who are generally at least 14 years old when they enter the eighth grade and 15 or older in the ninth grade. They are usually well below grade norms in reading and mathematics.

Fluency in English is required of those students selected for the program. These pupils are considered to be among those most likely to drop out of school as soon as they are legally able. A weighted scale of 15 items was devised by the Bureau of Educational Research of the New York City Board of Education to identfiy those pupils with characteristics having a high correlation with early school leaving. This scale is used in the spring term of each academic year in the 52 junior high schools with Career Guidance programs in order to screen and select the pupils for the program during the following school year. School achievement, family patterns, school mobility, socioeconomic status, educational level of parents, and behavior are the areas incorporated in the instrument. Those lowest on the scale are regarded as most likely to drop out. Consequently, the pupils in Career Guidance have been identified by school personnel as potential school failures and are often likely to be so regarded by themselves and their peers.

Chapter II

THE EVALUATION DESIGN

The evaluation of the project was organized around two broad categories:

1. The implementation of the Board of Education's plan to augment the existing psychiatrist, psychologist, social work and guidance services.

2. A study of the behavior, achievement, and attitudes of pupils enrolled in the program.

Members of the evaluation staff made visits to selected schools involved in the four programs. Classes were observed, facilities inspected, and personal interviews were held with guidance counselors, principals, assistant principals, and teachers in the program. In addition, data were gathered to assess:

1. The extent and effectiveness of clinical and guidance personnel hired with Title I funds.

2. The reactions of staff members to the program.

3. Screening procedures for the admission of pupils to the program.

4. Pupil attitudes toward school.

5. Pupil attendance.

6. Changes in pupil behavior.

For sampling purposes, a total of 420 pupils were randomly selected from schools in Manhattan, Brooklyn, and the Bronx to re-

present the target groups in the Junior, Special, and Career Guidance Programs. As was indicated, the original Early Identification Program was augmented by the inclusion of ten additional schools, raising the total number from 37 to 47, for the year 1966-67.

An attempt was made to obtain achievement scores on standardized reading and arithmetic tests administered in May 1967, May 1966, and May 1965 for students in the Special Guidance program in order to compare yearly increments. For pupils in the Junior and Career Guidance Programs, May 1967 scores of program and control students were to be compared. However, the scores in all three programs were generally not adequate for study since comparable test forms were not used. The budget provided for the evaluation did not allow for administration of tests for the evaluation. It was therefore decided that the testing history was not adequate to support an empirical study of achievement level changes.

Chapter III

THE EARLY IDENTIFICATION PROGRAM (E.I.P.)

The Early Identification Program was begun in September 1959 as a joint undertaking of the Bureau of Child Guidance and the Bureau of Educational and Vocational Guidance. The program operates in 47 public elementary schools, distributed among the 30 school districts of New York City. The Assistant Superintendent in each district designates the schools in which the program is, in his judgment, most urgently needed.

The program is focused on children in the prekindergartens, kindergartens, and the first three grades of the elementary schools with concentration for this year, directed primarily at the second grade level. There is a total register in these schools of some 30,000 young children, including those in the prekindergartens.

In the 1966-1967 school year, special personnel assigned to the program as a result of Title I funds were increased by:

10 Guidance Counselors (an increase from 37 to 47)

4 Social Workers

4 Psychologists

4 Psychiatrists.

The evaluators visited some of the newly organized Early Identification teams as well as some which had been in existence prior to this year, and based their findings on data obtained from both newer and older centers.

As already noted, Early Identification is designed to use a team approach. The personnel of the team consists of an elementary school counselor from the Bureau of Educational and Vocational Guidance assigned to the school on a full-time basis, a school psychologist, and a school social worker. The latter two are assigned for half the week from the Bureau of Child Guidance. The school psychologist and the school social worker are the clinical members of the team. The principal is the administrative officer responsible for the program.

Despite this standardization, the evaluation team found that there was little consistency in the operation of the program in different schools and districts. One or two of the 47 Early Identification guidance counselors are assigned to different schools in each superintendent's district. The counselors in each district are supervised by a different supervisor of guidance. While there is an overall coordinator for the program, there are different supervisory demands and checks on the services of the individual counselors from district to district. As a result, there are great variations in the Early Identification services within the several school districts. The nature and extent of the service in each school would appear to depend upon three significant factors:

1. The counselor's own assessment of her role in relation to overall school needs. (Whether she limits her intake to include only kindergarten through second grade, or attempts to spread her services to other manifest school needs.)

2. The principal's relations with the counselor and his demands on her time.

3. The efficiency with which the clinical team works in a given school, as well as the availability of psychologists and social workers to insure a complete clinical team in each school.

Principals, in assessing the value of the Early Identification program, stressed the importance of the clinical team being on the school premises and immediately available, albeit on a part-time basis, since they are assigned to any one school for only half of the week. While most schools had the assigned clinical positions, social workers and psychologists were evidently in short supply and not all positions were filled, in which cases the guidance counselor actually had no clinical help available at the school. In some schools, the guidance counselor gave part of her time to checking up on the adjustment of older children in upper grades, since they had been the recipients of her services in prior years. In addition, when the Early Identification counselor was the only guidance personnel in a school, she was, in some instances, called upon to help out in crisis situations involving children in other grades than kindergarten through grade three. Both principals and counselors indicated existence of time lags between identification of difficulty, consideration by the clinical team, and ultimate provision of counseling, therapy, or the implementation of other recommendations for the help of the child.

The evaluation team feels that the needs of most schools

appear to require more guidance help than that offered by an Early Identification team which confines itself to the identification and help of children from kindergarten through grade three. If Early Identification teams actually limit their services to kindergarten through grade three and if the school has no additional guidance personnel, other school guidance needs will be unmet and the teaching and administrative staffs will feel this lack keenly. Most principals indicated that an ideal setup would include an Early Identification counselor plus the clinical team, in addition to a second counselor to meet the balance of the school's guidance needs. This is especially urgent in the case of special service schools, transitional schools, and those schools that are having particularly difficult neighborhood and community problems. If the two guidance counselors cannot be provided, then the assignment of a general guidance counselor to be available for guidance problems on all grade levels plus a permanently based part-time clinical team would be a more favorable solution for most schools.

This proposed solution does not in anyway minimize the recognized value of the Early Identification program. It indicates however, that the provision of this program as the sole guidance facility in a school is generally inadequate to meet the total school needs.

Chapter IV

JUNIOR GUIDANCE

The Junior Guidance program has recently been incorporated into the Bureau for the Education of Socially Maladjusted Children, which also administers special schools for socially maladjusted and emotionally disturbed children. Under the general supervision of the Acting Associate Superintendent of Schools and the Director of the Bureau for the Education of Socially Maladjusted Children, the program is jointly coordinated under the leadership of an educational counselor and a clinical psychologist.

The program is located in 97 regular elementary schools and theoretically serves children from the second through the sixth grades, but the largest proportion of classes seems composed of students from the lower grades. Class size generally ranges between 10 and 15 pupils per class with three teachers assigned to each cluster of two classes.

The program was designed to provide educational and clinical services necessary for children too disturbed for education in regular classes. Those admitted to the program generally fall into one or more of the following categories:

1. Children who are disruptive, destructive, hostile, impulsive, and predelinquent. (Suspension might otherwise have been indicated for some of the children in this category.)

2. Children who are immature, anxious, withdrawn, and apathetic.
3. Children of average intelligence, but with severe emotional problems that result in poor academic achievement in regular classes.
4. Children with more severe psychological disorders, as diagnosed by clinicians who believe that these pupils may be successfully encompassed in the halfway classes organized in 1965 as part of the Junior Guidance program.

These recently organized halfway classes have a maximum register of ten, boys only, with two full-time teachers assigned to each class. The boys admitted to these classes indicate more severe behavioral and emotional disorders than those of the youngsters in the regular Junior Guidance classes.

In order to strengthen the therapeutic focus of the program, the Board of Education made allotments in its Title I budget for an increased clinical staff of six guidance counselors, three social workers, one psychologist, and one psychiatrist (part-time).

The evaluators found it difficult to focus on the newly allotted personnel only and therefore based their judgments on the impact of the additional personnel on the total program. Evaluation judgments, based on teacher and supervisor reactions, indicate that the augmented personnel was insufficient to have had perceptible impact on the manifest needs of the pupil population in the

Junior Guidance program. The total of 35 guidance counselors in the program had to work with 97 schools containing 207 Junior Guidance classes, so each school could not have the full-time service of guidance counselor. In the supervision of the program, shared by the two Junior Guidance program leaders and the area guidance supervisors of the Bureau of Educational and Vocational Guidance, the same inadequacy was experienced and the program leaders petitioned the Board of Education for additional supervisory personnel.

The extra time allotted to each school by the clinical team may have increased somewhat its availability for teacher and counselor consultation, but was inadequate in meeting the need for clinical diagnosis and therapy of the pupil population.

Since this is a growing program, the leaders were forced to seek new teaching personnel from a field in which there were admittedly few teachers with the requisite training for teaching socially maladjusted and emotionally disturbed children. They made strenuous efforts to provide in-service orientation and training for the teachers in their program. An evaluator sat in on several teacher-training sessions conducted by teachers and clinicians and devoted to discussions of children's problems and related teaching procedures. However, program personnel admit having to resort to quick training programs of a few weeks before turning over classes of children to relatively inexperienced teachers who are new to this special program.

In most of the schools visited, the principals appeared to understand the goals of the program and provided a warm supportive atmosphere for its effective functioning. They agreed with the general reactions of the teachers as to the quantitative inadequacy of the services of the clinical teams, in reaching the number of Junior Guidance pupils needing diagnosis and subsequent help. While the teachers felt a general pupil improvement in emotional and social behavior, in that the students enjoyed coming to school and considered school more fun than heretofore, there were no proportional gains in academic achievement.

Evaluation of pupil achievement in the Junior Guidance program was based upon the study of 52 children in Junior Guidance classes and 41 pupils in comparison groups in four elementary schools. The pupils in the comparison group were screened and found to be eligible for Junior Guidance but were not admitted to the program for a variety of reasons (e.g., lack of space, parental refusal, lack of program funds). Those children in the Junior Guidance classes were admitted to the program in September 1966.

Achievement Tests

The Board of Education does not recommend or require that conventional standardized tests be administered to pupils enrolled in Junior Guidance classes. While some schools administered tests in reading and arithmetic in spite of this, the majority did not.

As a result, it was impossible to compare achievement gains in reading and arithmetic for 1965-1966 and 1966-1967 as originally planned.

While the investigators agree that these children should not be given standard achievement tests, there is no reason why some kind of systematic testing in skill areas cannot be done. Since the goals of this program include the rehabilitation of academic skills in disturbed children, it is important that some appropriate type of testing in skill areas be developed.

Behavior

In order to ascertain whether or not any positive changes in pupil behavior and/or attitude had occurred during the Junior Guidance year, a profile sheet was prepared for each pupil in the Junior Guidance group and for those in the comparison group. These sheets provided such information as attendance figures for 1965-1966 and 1966-1967, teacher's comments, a brief description of the child's behavioral diagnosis, and a summary of the child's progress for the year. Data on changes in behavior were obtained through interviews with teachers and guidance counselors, through class observations, and through study of pupil records. Where possible, some pupil interviews were conducted in both the Junior Guidance and the comparison group.

The results indicate that 37 per cent of the Junior Guidance children were perceived by their teachers as "not improved" and 4 per

cent were perceived as "worse." Of the children in the comparison group, teachers indicated 62 per cent as showing no improvement and 17 per cent as worse. (While children generally remain in a Junior Guidance class for two years, this evaluation covered just under one year's placement in these classes.) It should be noted that children in the Junior Guidance classes showed some significant improvement in 48 per cent of the cases studied, in contrast to 17 per cent improvement in the comparison group. Six of the Junior Guidance class pupils were recommended for return to regular classes after one year.

Teachers in the Junior Guidance program seemed, in general, more analytical than teachers of regular classes, and were inclined to note and record even the smallest evidences of improvement. However, it should be noted that of the 41 children in the comparison group (all of whom were judged as disturbed by Junior Guidance screening procedures), 39 were rated as presenting marked problems the following year. Descriptions of even those who had improved suggested that these were still disturbed youngsters. In only two cases did the regular teachers express surprise that the children had been considered for Junior Guidance placement. Six of the Junior Guidance children were able to return to regular classes after one year.

Attendance

Attendance figures of the two groups of pupils were compared for the academic year 1965-1966, when both groups were in regular classes, with those of the academic year 1966-1967, when one group was in Junior Guidance and the other remained in regular classes. For 41 of the Junior Guidance pupils of the sample of 52 for whom

attendance records were available, there was a total of 933 absences during 1965-1966 (the total includes one child absent for 170 days). The median rate of absence was 15 days. In 1966-1967, there was a total of 472 absences, with a median level of absence of 10 days.

Attendance figures for the two-year period were available for 21 of the 41 pupils in the comparison group. In 1965-1966, there was a total of 418 absences with a median level of 18 days. In 1966-1967, there was a total of 256 absences with a median absence level of 10 days. It is clear that while both groups improved in attendance patterns over the two-year period, there was no difference between the groups in the median number of absences for 1966-1967.

The following conclusions may be drawn for the Junior Guidance program:

1. The provision of sufficient clinical and guidance services is absolutely essential to the meaningful functioning of this program. A guidance counselor and the supportive services of a clinical team should be available for each school in the program.

2. For the Junior Guidance program's effective functioning it must have a reservoir of available teachers from which to choose the most able, qualified, and highly trained for its classes. The dearth of personnel indicates an area of much needed cooperation among the public and private universities of the city and the Board of Education to provide specialized training for the teachers of socially maladjusted and emotionally disturbed children.

Chapter V

SPECIAL GUIDANCE

There are no guidelines or printed materials available reflecting the Board of Education's philosophy in relation to the Special Guidance program in the New York City public schools. There are no specific criteria outlined for the admission of pupils to the program, for the assignment of teachers, or for the overall operation of the program.

According to the project proposals, the Board of Education budgeted Title I funds to provide extra clinical personnel for 15 Special Guidance classes in five junior high and ten elementary schools. The following positions were allotted:

12 Guidance Counselors
1 Social Worker
1 Psychiatrist (part-time)

In the absence of any official citywide policy, each principal sets his own criteria for the admission of pupils, the structure of the curriculum, and the assignment of teachers. Generally speaking, most schools appear to have based pupil admittance to the program upon the severity and the extent of their behavioral problems. Pupils awaiting the results of suspension proceedings are generally considered candidates for placement in the program. The age range of these pupils depends upon their individual grades at the time of placement. However, most pupils referred ranged

from second to sixth graders. Pupils are usually admitted to the program upon the recommendations of guidance counselors after reviewing the candidate's record and conferring with teachers and supervisors. Candidates for suspension, chronic truants, slow learners, disturbed, and disruptive pupils are frequently placed in the same class. The sojourn of pupils in these classes may vary from a minimum of two weeks to a maximum of a year, although pupils are generally transferred in or out of these classes depending upon their teacher's estimates of their needs and the degree of adjustment made. The register of each class is flexible, varying from five to ten children per class. Children are reassigned to regular or other types of special classes when the teacher and principal decide it is appropriate. In several schools, Special Guidance pupils were apparently reassigned to regular classes on the basis of age, when they reached the end of the sixth grade and were eligible for junior high school, and not necessarily on the basis of actual achievement or improvement. In other cases, Special Guidance pupils were transferred to special schools for socially maladjusted and emotionally disturbed children or to junior guidance classes in neighboring schools. The transfer procedure varies greatly from school to school and no general statement can be made concerning it.

Guidance counselors in the program are frequently charged by the principal with the supervision of the program in their school.

They screen pupils for admission, confer with the class teacher on necessary modifications of the curriculum, make recommendations for the subsequent placement of pupils leaving the program, and act as mentors to inexperienced teachers in the program.

The augmented clinical services allotted by the Board of Education were inadequate to meet the needs of many of the schools. Although a Bureau of Child Guidance clinical team operated in some of the schools, other schools had only the part time services of a guidance counselor. Despite the added positions allotted in the project budget, there was no perceptible increase in services felt by the schools. Few special clinical services were provided for pupils in the Special Guidance program. In most schools, pupils received little therapeutic treatment other than the limited crisis counseling provided by the guidance counselors. In one school, for instance, only seven of the 37 pupils enrolled in Special Guidance classes were seen by the clinical team during the entire year.

Teachers in the program have had little or no preservice professional training in dealing with emotionally disturbed children and were generally chosen for these classes on the basis of their prior teaching effectiveness, interest, and personality rather than on the basis of their specialized professional training. Some teachers, already in the program, have become interested in problems of emotionally disturbed pupils and have gone on to graduate

work in guidance. In one guidance-oriented classroom visited in the course of the evaluation, it was felt that the small class of eight boys, with a truly interested and sympathetic teacher, was offering these children something more than they might have experienced in their regular classrooms.

Initially, pupil progress in the Special Guidance program was to be evaluated in five elementary and five junior high schools. Due to the time and budgetary limitations, however, the final evaluation was based upon three schools.

Achievement Tests in Arithmetic

No tests in arithmetic were recorded for any of the pupils in any of the three schools.

Achievement Tests in Reading

School A.

The records of 11 pupils at grade levels three to four were studied. Ten of the pupils had recorded reading scores for October 1966. None had reading scores for May 1967.

In October 1966, the reading levels for the pupils ranged from 1.5 to 2.2, with an average level of 1.9 -- one year below grade level for the third grade and two years below grade level for the fourth grade.

School B.

The records of 19 sixth-grade pupils were studied. Test scores for October 1966 and May 1967 were available for 13 or 68.4 per cent of the pupils.

In October 1966, the reading levels of the pupils ranged from 3.2 to 5.0 with a 4.2 average level -- over one and one-half years below grade level. In May 1967, the reading levels ranged from 3.0 to 5.0 with an average level of 4.1 indicating an average regression of .1 for the group of pupils studied. Between the two testing periods, six pupils regressed, five progressed, and two remained at the same level.

School C.

The records of 15 sixth-grade pupils were studied. Test scores in reading were recorded for October 1966 and May 1967 for nine of 60 per cent of the pupils.

In October 1966, the reading levels ranged from 3.0 to 4.4 with an average level of 3.5 -- two and one-half years below grade level. In May 1967, the reading levels ranged from 3.3 to 5.2 with an average level of 4.0 -- two years below grade level. The average increase between the two testing periods was .5. Seven pupils progressed, two pupils remained at the same level. None regressed.

Although the reading retardation in these three sample classes does not differ too widely from citywide trends, it might have been anticipated that the low pupil-teacher ratio in these classes should have allowed for more individual help and more remediation.

However, the sample and data are too limited to permit any generalizations about achievement.

Behavior

The research design called for measuring the effects of augmented clinical services upon the behavior and attendance patterns of pupils enrolled in the program. To ascertain any changes in this area, it was necessary that consistently recorded anecdotal material that presented a comprehensive and behavioral picture of the child as seen by teachers and other personnel dealing with him be made available to the pupil evaluation team. However, consistent entries were not made during the two-year period under study and many of those that were made are undated. This made any systematic, comparative study impossible.

Conclusions -- Special Guidance

If the Special Guidance Classes are to serve their purpose, they must become more than temporary repositories for children with varying degrees and types of emotional and social maladjustment.

They must be staffed by qualified, trained teachers. There should be an underlying, articulated philosophy or statement of principles that justify their existence; as well as a clear delineation of educational and therapeutic goals; class structuring, pupil screening, and placement procedures; and curricular requirements. Some overall supervision of the program would unify procedures, clarify goals, and would serve to utilize more effectively any future opportunities for augmentation of clinical, guidance, and teaching personnel and services.

Chapter VI

CAREER GUIDANCE

In order to achieve its objectives in the Career Guidance program, the Board of Education applied its Title I funds to augment the staff with five guidance counselors, one part-time psychiatrist and one social worker. These clinical personnel were to be available on a rotating basis to ten of the junior high schools in which Career Guidance classes were located; no reasons were given in the project description for the selection of particular schools.

The evaluation team found wide variations in the amount and quality of the clinical services offered in the five schools sampled. From the available anecdotal records there was little to indicate that the limited psychiatric services were utilized. The services of psychologists and social workers were available on a limited basis. However, records indicated that their services were utilized only in cases of the most seriously disturbed and disruptive pupils. Their emphasis appeared to be on showing teachers how to deal with overt behavior manifestations rather than on discovering and alleviating the reasons underlying the youngsters' problems.

The evaluators who visited these schools tried to gauge the appropriateness of the curriculum in relation to the goals

stated in the project description of September 1, 1966. "Junior high school career guidance classes provide a one year terminal program for children who are recognized by empirically established criteria as potential dropouts. These classes, limited to 15 in register, provide individualized academic instruction and training in industrial arts. The special curriculum is highly motivational."

The curriculum consists of mathematics, science, language arts, social studies, corrective English, and industrial arts. All these subjects are taught in a modified manner with lower expectancy standards than those of the normal eighth or ninth grade curriculum. The average reading grade for pupils in the eighth grade of one of the schools was four years below grade level, with the majority of the pupils requiring remedial reading on an individual basis.

Major emphasis in the schools visited was on vocational education. Vocational counseling was offered on both an individual and a group basis. In several instances, career guidance advisors devoted considerable time to seeking part-time employment for pupils in the program. In one non-English career guidance class containing youngsters who had been on the mainland for six months or less, 12 periods per week of orientation were provided as part of the vocational guidance program.

Efforts were made by the evaluators to seek evidence of

changes in pupils' conduct, attitude, and self-image. Anecdotal records for 60 of the 91 pupils in the sample were examined, but they failed to provide adequate or significant data for this evaluation. Entries were profuse early in the term, but were sparse and irregular for the remainder of the year so that no consecutive pattern of behavior or attitude could be discerned from this source.

In a review of pupil attendance records for the past two years, it was found that 38 pupils had improved and 37 had regressed. Thirty-six pupils were absent 10 per cent more during the year in career guidance than during the prior year. Thirty-two pupils were absent 10 per cent less, and seven pupils showed no perceptible difference. Since about half showed improvement and half declined in their attendance, no generalizations could be made as to a positive effect of the Career Guidance program on pupil attendance.

Teacher and supervisor reaction to the program showed a wide range of diversity from those who indicated genuine concern for and interest in the pupils to others who were casual and even disparaging in their comments. There were a number of out-of-license teachers and several who were patently new to the program and who lacked the prior orientation necessary for teaching these children. There was a visible lack of equipment and materials in several classrooms that were visited.

The following conclusions may be drawn from the evaluation of Career Guidance classes:

1. Screening procedures for admission of pupils to these classes need some redefinition. Contrary to the Board of Education ruling that fluency in English is required for admission to the program, a number of youngsters were admitted with very little language facility. Since the factor of disruptive and disturbing behavior seemed to be the most common basis for admission, it was found that there was a wide range of potential in some classes. There also seemed to be groupings of emotionally disturbed, socially maladjusted, and functionally retarded pupils in a single class. It is recommended that a clear set of guidelines for pupil admission be established so that viable class groupings can be maintained.

2. There is some stigma attached to assignment to a career guidance class which may be a factor in the continuance of negative pupil behavior. These pupils have been identified as potential failures and are generally so regarded by themselves and their peers. Some consideration should be given to a redefinition of goals and a reconstruction of the image of these classes, so that this program assumes some higher status in the junior high school curriculum, and consequently, in the minds of the pupils assigned to such classes.

3. There are some implicit ambiguities in the goals of the program -- as to whether these pupils are preparing for further schooling or whether this is a terminal and vocationally oriented course. This factor will be considered in a separate evaluation of the Career Guidance Program.

Chapter VII

CONCLUSIONS AND RECOMMENDATIONS

The four types of supportive services for children described in this report have the common thread of focusing on incipient or recognized maladjustment and/or disturbance in children of varying ages ranging from kindergarten through the junior high schools. The outstanding common problems encountered by all four services were related to the fact that, even with the augmented personnel and services made available under Title I, all services were inadequate to meet the existent demands of the pupil population in our urban schools. Other problems, common to all four services stemmed from the lack of teachers specially trained to work with socially maladjusted and emotionally disturbed children.

The Early Identification Program indicated one additional problem caused by its limited grade focus on children from kindergarten to grade three only, so that when it was the sole guidance service provided to a school, the rest of the school's guidance needs were unmet. It is recommended that the Early Identification program be continued but with provision, in certain schools (special service, MES, transitional), for extra guidance personnel for upper grade school needs.

The Junior Guidance Program appeared to the evaluators to be the most effective of the four supportive services studied in

this report in terms of meeting pupil and school needs. Its difficulties stemmed less from inadequacies in its organization than from personnel lacks in supervisors, trained qualified teachers, clinical workers, and guidance counselors. It is recommended that the overall services of both the Junior Guidance and the Special Guidance classes be considered jointly, as well as separately, since they service the same pupil population to a large extent. An effort should be made to staff the Junior Guidance program adequately so all pupil and school needs may be met.

The Special Guidance Program classes varied greatly from school to school and district to district. Its difficulties stemmed, in the judgment of the evaluators, from lack of clear focus as to its admission and class organization policies and from lack of overall supervision of widely divergent classes now operating in this program.

It is recommended that in line with the survey recommended above in relation to all Junior Guidance and Special Guidance classes some effective form of overall supervision of these Special Guidance classes be established, and that a clear delineation of its policies be articulated for the guidance of supervisors, teachers, and supportive personnel in the program.

The Career Guidance Program seemed to need clarification of its basic goals and a sharper focus in its pupil screening,

class organization, and curriculum development policies. If it is recognized as a terminal, prevocational program, its image must conform to this objective and be strengthened so that pupils will see practical value in terms of their future lives, in their being included in this program.

Appendix B - INSTRUMENTS

SUPPORTIVE SERVICES FOR SOCIALLY
MALADJUSTED CHILDREN

List of Instruments

Letter of Introduction	B1
Pupil Evaluation Research Procedures	B3
Pupil Questionnaire	B5
Career Guidance Profile - Form A	B11
Career Guidance Profile - Form B	B12
Career Guidance Profile - Form C	B13
Career Guidance Profile - Form D	B14
Letter of Introduction for Indigenous Interviewer	B15
Letter of Introduction for Indigenous Interviewer (Spanish)	B16
Parent Questionnaire	B17
Parent Questionnaire (Spanish)	B21

CENTER FOR URBAN EDUCATION
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Date February, 1967

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ar Mr's).

As you know from General Circular No. 6, 1966-67, of the Board of Education, we have en assigned to evaluate the _____program in e elementary, junior, and/or senior high schools.

The first phase of this study was completed in the spring of 1966. The second phase ll be conducted during the next few months.

As a participant in the Program, your cooperation is vital and is earnestly enlisted. are all too conscious of the imposition on your limited time and can only assure you at we will do our utmost to complete our work at your school as quickly as possible and th a minimum of disturbance.

The basic plan calls for visits by a team of people. The leader of this team is . Harry Gottesfeld. He is Associate Professor, Graduate School of Education, Yeshiva iversity, 55 Fifth Avenue, New York 10003, telephone 255-5600, ext. 415. All further ntacts with your school in reference to the above project will be made through him.

Attached is a list of questions often asked by principals last spring. We hope our swers will be helpful. If you have any other questions, please do not hesitate to call me 244-0300, extension 34.

Thank you kindly for your cooperation.

Respectfully yours,

T. M. Williams

Thelma M. Williams, Ed. D.
Director Special Education Evaluations

QUESTIONS AND ANSWERS

1. Who is Dr. Thelma M. Williams?

   Senior Educational Associate in charge of Special Education Evaluations, Title I, Center for Urban Education, 33 West 42nd Street, New York City. Adjunct Assoc. Professor of Education, Long Island University, New York City.

2. Who are the professionals assigned to observe and interview?

   A team consisting of educators, social workers, psychologists, psychiatrists, parent educators, sociologists, anthropologists, etc., who know schools, child and adolescent behavior, and teaching, and who are associated with universities in New York City and in nearby areas; also, principals and directors of well-known private schools.

3. Shall I alert my staff members to your visit?

   If you wish.

4. Will I or my staff members be permitted to see any of the instruments you plan to use?

   Yes. You may see all instruments. However, the policy of the Center for Urban Education does not permit us to leave copies of these instruments with anyone.

5. Has the final report of the spring study been released?

   Yes. The spring report can now be seen in the library of the Center for Urban Education, 33 West 42nd Street, New York City.

Center for Urban Education
33 West 42nd Street
New York, New York 10036

To: Pupil Evaluation Team Members

From: T. M. Williams

Subject: Pupil Evaluation Research Procedures

1. Some changes are necessitated in relation to the SMED schools (600 and 400) program.

   a. The augmentation of these programs allows for a comparison of this year's pupil experiences with last year's. Thus, the selection of pupils by school visitors should not be limited to children in the program for one year only.

   b. The selection procedure for SMED pupils is as follows. Fifteen (15) to twenty (20) pupils will be interviewed in a group using a questionnaire (see Encl. SMED). The visitor will select two or three children from each grade level. In schools covering 5 or fewer grades, three or four pupils from each grade will be taken. In schools covering 6 or more grades, two or three pupils from each grade will be taken. It is important that this selection be made by chance; that is, on the basis of factors having no systematic relationship with the attitudes toward teacher and school being studied to the group interview. It should be possible to use the roll book or grade roster in the following way:

      Before the scheduled visit have someone choose a number between 1 and 12. Write that number in the "Grade" column at the top. Then count up from it to twelve and then continue from 1. For example, if the someone I asked said "7" I would do as in the example. Then, if the school I visited had grades from 4 to 12, I would select the 13th and 7th child on the 7th grade roster. Then the 2nd and 14th child on the 8th grade roster, the 5th and 1st child on the 9th grade roster and so on until I got to the 12th grade. Then, I would skip down to the bottom and take the 7th and 8th child on the 4th grade roster, the 15th and 5th child on the 5th grade roster and the 13th and 9th child on the 6th grade roster. If any of these children were absent on the day of the visit, simply take the next

Grade	Ordinal Position of Name on List							
7	13,	7,	9,	5,	2,	8,	3,	6
8	2,	14,	8,	3,	5,	9,	1,	13
9	5,	1,	15,	12,	4,	7,	11,	8
10	9,	4,	10,	2,	7,	13,	3,	1
11	6,	13,	1,	11,	5,	9,	4,	15
12	10,	3,	15,	1,	4,	14,	6,	9
1	3,	12,	8,	15,	11,	13,	2,	7
2	8,	5,	9,	14,	1,	6,	3,	10
3	7,	15,	13,	9,	4,	1,	6,	11
	4	5	6					

number to the right or above, and so on until between 15 and 20 children have been selected. In this way, no systematic bias can be introduced. By no means allow the selection of children to be made by the teacher or any other school official.

c. Achievement tests scores and attendance records for the entire school will be collected as indicated in the memo of April 24th.

d. The anecdotal record will be completed only for children who are selected for the group interview. No attempt will be made, however, to impair the anonymity of the group interview.

e. Note from each selected pupil's records when, how, and for what reason he or she was transferred to an SMED school.

f. Any pupil who wishes not to cooperate will be allowed to withdraw without prejudice. Record only the number of such withdrawals. Similarly, if a child does not wish to answer any question, inform him that he may simply leave it out.

g. Ascertain at the outset that the children know what an "opinion" is. Define it for them using some commonplace matter such as "Batman" or the "Mets." Get across the idea that they have a right to their likes and dislikes regardless of who might disagree with them.

h. Introduce yourselves to the children as someone from the Center who is trying to find out what is good and what is bad about their school.

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Evaluation Director: Dr. Thelma M. Williams

Committee on Field
Research and Evaluation
Title I

Special Education Evaluations

Pupil Questionnaire

Instructions: Do not write your name on this sheet. I am goint to ask you some questions about how you feel about things in school. There are no right or wrong answers to these questions. I want each of you to write your own opinions on the paper that is in front of you. Do not speak out or share your opinions. It is very important to us that we have your real opinion of these things. Do not copy from anyone. No one in the school will see any of your answers. Remember, there are no right or wrong answers to these questions - only your true opinions.

1. If you had it to do, I mean, if it were really up to you, would you have: (check one).

   ( ) stayed in the school you were in before you came to this school?

   ( ) come to this school?

   ( ) gone to some other school?

2. In which class did you like your teacher more? (check one).

   ( ) last year's class

   ( ) this year's class

   ( ) I liked both the same

   ( ) I like both the same

   ( ) I did not like either one at all.

Note: All questions and instructions will be read aloud by the examiner who will help children to understand the questions, if necessary.

3. In which class did your teacher like you more? (check one).

( ) last year's class

( ) this year's class

( ) both liked me the same

( ) neither one liked me at all

4. In which class did you learn more? (check one).

( ) last year's class

( ) this year's class

( ) I learned a lot in both

( ) I didn't learn much in either one

5. In which class did you find more good friends? (check one).

( ) last year's class

( ) this year's class

( ) I found the same in both classes

( ) I did not make any friends in either class

6. In which class did you feel more like playing hookey? (check one).

( ) last year's class

( ) this year's class

( ) I felt the same in both classes

( ) I did not want to play hookey in either class

( ) I wanted to play hookey in both classes

6. Has anything you learned in this class helped you to get along better at home or with your friends? (check one)

( ) Yes, What? _____

_____

( ) No ( ) I do not know

7. Is there anything you could learn in this school that might help you to get along better at home or with your friends? (check one)

( ) Yes, What? _____

_____

( ) No ( ) I do not know

8. Is there something you would like to learn about that is not taught in this school? (check one)

( ) Yes, What? _____

_____

( ) No ( ) I do not know

9. Did you learn anything in school this year that is new - that you never knew before? (check one)

( ) Yes, What? _____

_____

( ) No

10. What was the best thing about this class? _____

_____

_____

Dr. Thelma M. Williams
Pupil Questionnaire

11. What was the worst thing about this class? _____

_____

_____

12. What should be added to this school to make it better for you?

_____

_____

13. What should be taken out of this school to make it better for you?

_____

_____

14. Do you have a teacher who cares about you especially?

( ) Yes ( ) No ( ) I do not know

15. What does your teacher do when a child "acts up" in class?

_____

_____

16. Are you absent: (check one)

( ) Sometimes?

( ) Much, Why? _____

( ) Never

17. What would <u>you</u> <u>really</u> <u>like</u> to do to make a living when you grow up? What do you wish to be?

_____

_____

18. If your teacher knew about this wish, what would he or she say? (check one)

( ) That's a good idea

( ) You'll have to improve a lot to make it

( ) You're not suited for that kind of work

( ) It takes a lot of education and money to get there

( ) If other, What? _____

_____

( ) I don't know

19. What kind of job do you think you'll actually work at when you grow up?

( ) The kind I wish to do

( ) If some other work what and why? _____

_____

20. How old were you on your last birthday? _____years old.

21. How old will you be when you are ready to stop going to school?

_____years old.

22. If you were in trouble and needed help, is there some one in your class or in this school you would go to for help?

( ) Yes, Who? _____

( ) No, Why? _____

23. Is there some special reason why you are in this school, this year?

( ) Yes, What? _____

( ) No

24. Do you think you will be in this school next year?

( ) Yes, Why? _____

( ) No, Why? _____

25. Has being in this school helped you in any way?

( ) Yes, How? _____

_____

( ) No

26. Has being in this school harmed you in any way?

( ) Yes, How? _____

_____

( ) No

27. Is there anything else you would like to write about yourself and the school? Write it below.

_____

_____

_____

_____

_____

_____

Thank you for helping us.

Career Guidance Program
Board of Education
131 Livingston Street
Brooklyn, N.Y. 11201

JHS_____ Boro _____ School Year 19__/19__

Father's name_____

Employed Yes ___ No ___

Mother's name_____

Employed Yes ___ No ___

Lives w/parents Yes ___ No ___

Brothers _____ Older ____ Younger

Sisters _____ Older ____ Younger

Physical disabilities (specify)_____

_____

Agencies (welfare, BCG, etc. & date) _____

_____

Ex. curricular activities (hobbies, volunteer work, etc.)_____

_____

PUPIL PROFILE FORM A

Name _____
Address _____
Birth date _____ City _____
Yrs. held over in Elem _____ JHS _____

	SEPT	JUNE
Abs. (last yr)	_____	This yr. _____
Late " "	_____	" " _____
Rd Gr _____		
Ar Gr _____		

Indicate	Good	Fair	Poor	Good	Fair	Poor
Dependability						
Sociability						
Cooperation						
Self-control						
Work-study						

Goal:		
Diploma		
HS		
Work		
Other		

Advisor _____

CAREER GUIDANCE PROFILE - FORM B

School _____ Class _____ Teacher _____

Ethnic Census of:

	N		PR		Other		Total Pupils
	#	%	#	%	#	%	
School							
Class							

Note: Include all students registered in the class any time during 1966-67.

*(i.e. Acad., Voc., Spec., Dropout)

Name of Pupil	Date of Birth	Age: Years, Month 9/12/66	Grade Level 1965-1966	Absent 65-66	Late 65-66	Conduct 65-66	Through 4/14/67 Absent 66-67	Through 4/14/67 Late 66-67	Conduct 66-67	If no longer in CG-Nature of Discharge	If not in CG in 9/66-Nature and Date of Admiss.	*Anticipated School Placement 1967-68

B12

CAREER GUIDANCE PROFILE - FORM C

School_____ Class_____ Teacher_____

Note: Include all students registered in the class any time during 1966-67.

	Diploma	Certificate	Transfer
In June 1966 number in school who received:			
In June 1966 number in CG who received:			
Number in this class expected to receive:			

Name of Pupil	Scores on Tests Administered City-Wide: READING 10/65	READING 5/66	READING 10/66	READING 5/67	MATH 1/66	MATH 1/67	Any Other Stand. Tests Name of Test: Date	Score	Date	Score	Identify extra-Curricular Activity in 1965-66;	Identify Extra-Curricular Activity in 1966-67;
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												

CAREER GUIDANCE PROFILE - FORM C

School_____ Class_____ Teacher_____

Note: Include all students registered in the class any time during 1966-67.

	Diploma	Certificate	Transfer
In June 1966 number in school who received:			
In June 1966 number in CG who received:			
Number in this class expected to receive:			

Name of Pupil	Scores on Tests Administered City-Wide: READING 10/65	READING 5/66	READING 10/66	READING 5/67	MATH 1/66	MATH 1/67	Any Other Stand. Tests Name of Test: Date	Score	Date	Score	Identify extra-Curricular Activity in 1965-66;	Identify Extra-Curricular Activity in 1966-67;
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												

B15



Committee on Field
Research and Evaluation
Title I

May 4, 1967

Dear Parent:

This will introduce_____, a representative of the Center for Urban Education of New York City who is responsible for evaluations of some of the programs in the New York City public schools.

We are asking a selected number of parents how they feel about the schools their children go to. We are interested in what changes, if any, they would like to see made to improve the quality of education that their children receive.

Your name was selected at random among the parents in the school that your child or children attend. Any information you may give will be kept in complete confidence, and the fact that we talked with you will never be made known.

Thank you for your cooperation.

Very truly yours,

Thelma M. Williams

Thelma M. Williams, Ed.D.
Chairman

TMW/mi

Special Education Evaluations

CENTRO DE EDUCACION URBANA
33 West 42 Street
New York, N. Y. 10036

Mayo 4 de 1967

TITULO I

Evaluaciones Especiales Sobre Educacion,

Dra. Thelma M. Williams, Directora

Estimada Madre (Padre):

Esta carta es para presentarle a la Sra. (Sr.)_____ quien representa al Centro de Educacion Urbana, entidad responsable de evaluar algunos programas de las escuelas publicas de Nueva York.

Hemos escogido un numero de padres para preguntarles sus opiniones con relacion a las escuelas de sus hijos. Interesamos saber los cambios que Vds. desean, que se efectuen con el proposito de mejorar al educacion de sus hijos.

Su nombre fue seleccionado para que Vd. sea entrevistado. La information que Vd. nos de sera confidencial y nunca se revelara el hecho que Vd. hablo con nosotros.

Gracias por su cooperacion,

Sinceramente,

T. M. Williams

Thelma M. Williams, Ed. D.

TMW:mo

CONFIDENTIAL

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Committee on Field
Research and Evaluations
Title I

Dr. Thelma M. Williams
Evaluation Chairman
May 4, 1967

Special Education Evaluation

Parent Questionnaire

Evaluation form to be used in interviewing of parents with children in Junior Guidance, Special Guidance, Career Guidance or schools for Socially Maladjusted and Emotionally Disturbed children.*

Instruction to Interviewer: Please check "yes" or "no" or fill in answers where indicated. Write any comments you wish to make on the back of last page.

Information Data:

1. Name of student:_____

2. Address:_____

3. School:_____Address_____

4. Name of parent or guardian (the interviewee):_____

_____

5. Address:_____
No. Street Apartment Zip Code

_____
Borough Telephone No.

6. Relationship of person interviewed to student:_____

*To be seen only by interviewer.

*Warm up Items

a) How long have you been in New York?_____

b) Has_____(name of child) been with you all this time? (Yes) or (No)

If no (1) How ling has he/she been in New York?_____

(2) Where did he/she live before coming to New York?_____

1. In what school is your son (daughter)?_____
(Name or Number)

2. (a) In what grade?:_____

(b) How old is your son/daughter?:_____

3. Who is his teacher?:_____

4. What school was he in last year?:_____

5. What grade was he in?:_____

If child was transferred, how did the transfer take place? (Was there a hearing, was the parent told the reason for the transfer?)

_____

_____

_____

_____

6. Is there anything different about your son's/daughter's class or school this year as compared with last year? No ( ) Yes ( ).In what way is it different?:

_____

_____

_____

7. Did you get any information, not mentioned above, about his school this year? No ( ) Yes ( ), what and from whom?

_____

_____

Parent's Name_____

Interviewer's Name

Dr. Thelma M. Williams
Evaluation Chairman

Parent Questionnaire
May 4, 1967

8. In your opinion has there been any improvement in his/her attitude (way of acting, study habits) at home this year? No ( ) Yes ( )

In What ways?_____

_____

_____

9. In your opinion, have there been any improvement in your child's behaviour (way of acting) at school this year? No ( ) Yes ( )

In what ways?_____

_____

_____

10. In your opinion has there been any improvement in his/her school work? No ( ) Yes ( ), in what ways?

_____

_____

_____

11. What contact have you had with school this year?_____

_____

_____

12. Do you attend Parent Teacher Association meetings?
No ( ) Yes ( ) 1 or 2 ( ) 3 or more times ( )

If not, why not?:_____

_____

Parent's name_____

Interviewer's name_____

Dr. Thelma M. Williams
Evaluation Chairman

Parent Questionnaire
May 4, 1967

13. Do you visit the school? No ( ) Yes ( ) 1 or 2 ( ) 3 or more times ( )

What initiated the visit (asked you to come)?:_____

Did you go because you were called or received a letter? Yes ( ) No ( )

14. Is there someone in your child's school with whom you can talk about his/her progress (how he/she is getting along)?: No ( ) Yes ( )

Whom?_____

When did you last talk to this person?:_____

Were you helped?: Yes ( ), How?:_____

No ( ), Why?:_____

15. Does you child use any special school services? Yes ( ), What kind?:

_____No ( )

16. Does your son/daughter talk over with you what he wants to do to make a living (i.e. goal)?: No ( ) Yes ( ). Do you think the school is helping him/her so that he can achieve his future goal?: No ( ) Yes ( )

17. In general are you satisfied with the help your child is getting in school?: Yes ( ) No ( ), what additional help do you think he/she needs?:

_____

_____

_____

18. How do you think the additional help should be provided?:

_____

_____

Name of Interviewer:_____

Address:_____
No. Street Borough Zip Code

Phone No:_____

Date:_____

Parent's name_____

Translation of Parent Questionnaire

Centro de Educacion Urbana
33 West 42nd Street

Titulo I - Evaluaciones Especiales Sobre la Educacion

Dra. Thelma M. Williams - Directora

Cuestionario Evaluativo para los Padres

Para ser usado al entrevistar a los padres de los ninos matriculados en los Programas de Orientacion Especial, Orientacion de Carreras Profesionales, y Orientacion en la Escuela Intermedia, implementados en las escuelas destinadas a ninos socialmente desajustados y emocionalmente perturbados.

Instrucciones para el que entrevista:

Por favor, marque la palabra Si, o No, o llene el espacio en blanco segun sea el caso. Escriba sus comentarios al dorso de la ultima pagina.

Cuestionario para los padres

Informacion

1. Nombre del estudiante_____

2. Direccion_____
   # Calle

   _____
   Borough Zip Code

3. Escuela_____

4. Nombre del padre o guardian (el entrevistado)_____

   _____

5. Direccion_____
   # Calle Apt.

6. Parentesco de la persona entrevistada con el estudiante_____

   _____

Nombre del que entrevista_____

Nombre del padre, madre o guardian_____

Preguntas Informales Para Establecer una Relacion

a) ?Cuanto tiempo hace que Ud. esta en Nueva York?_____

b) ?Ha estado _____con Ud. todo el
(nombre del estudiante)
tiempo? Si_____ No_____.

1. ?Cuanto tiempo ha estado el (ella) en Nueva York?_____

_____

2. ?En donde vivio el (ella) antes de venir a Nueva York? _____

_____

Cuestionario para los Padres

Preguntas:

1. ?En que escuela estudia su hijo o hija? _____
(nombre o numero)
2. a) ?En que grado esta su hijo? _____

b) ?Que edad tiene su hijo? _____

3. ?Quien es su maestro o maestra? _____
4. ?En que escuela estaba su hijo(a) el año pasado?_____
5. ?En que grado estaba el o ella el año pasado? _____

Si hubo algun cambio, ?como ocurrio dicho cambio?_____

_____

?Hubo alguna vista, fue notificado el padre de esto y de las razones del cambio?_____

6. ?Hay algo distinto este año sobre la clase, o escuela de su hijo(a), comparado esto con el año pasado? No___Si_____ ?En que consiste la diferencia?_____

?Quien le informo sobre ello? _____

_____

Nombre del que entrevista _____

Nombre del padre, madre o guardian _____

7. ?Ha recibido Ud. alguna informacion, no mencionada antes, sobre la escuela de su hijo(a) este año? No_____ Si_____

?En que consiste esta informacion?

_____

_____

?De quien la recibio? _____

_____

8. En su opinion, ?ha habido algun progreso o mejora en la actitud de su hijo(a) (habitos de estudio, forma de comportarse, de relacionarse) en el hogar en este año? No_____ Si____?En que consiste este progreso?

_____

_____

9. En su opinion, ?ha habido algun progreso o mejora en el comportamiento de su hijo(a) en la escuela este año? No____Si___?En que consiste este progreso?_____

10. En su opinion, ?ha habido algun progreso en el trabajo escolar de su hijo(a) No_____Si_____?En que consiste este progreso?

_____

11. ?Que contacto ha establecido Ud. con la escuela este año?

_____

12. ?Asiste Ud. a las reuniones de Padres y Maestros de la escuela? de su hijo(a)? No____?Por que no? _____

_____

Si_____?Con que frecuencia? _____

Nombre del que entrevista_____

Nombre del padre, madre o guardian_____

13. ?Visita Ud. la escuela? No___?Por que no?

Si___?Con que frecuencia?_____

14. ?Hay alguien en la escuela con quien Ud. puede discutir el progreso escolar, conducta, o problemas de su hijo(a)?

No____Si____?Quien es esta persona?_____

?Cuando fue la ultima vez que hablo con esta persona?_____

_____

?La ayudo esta persona? No____?Por que no?____ Si____

?Como la ayudo_____

_____

_____

_____

15. ?Utiliza su hijo(a) algun servicio escolar especial? No_____

Si____?Cual o cuales?_____

_____

16. ?Discute su hijo(a) con Ud. sobre lo que quiere ser el (ella) en el manana? (meta, aspiraciones?) No___Si___ ?Piensa Ud. que la escuela esta ayudando a su hijo para que mas tarde el pueda lograr sus aspiraciones? No___Si___

?En que forma la escuela ayuda a su hijo(a) en esto?_____

_____

17. En general, ?esta Ud. satisfecho con la ayuda que su hijo(a) recibe de la escuela? No___Si___ ?Que otra ayuda piensa Ud. que el (ella) necesita?_____

_____

_____

Nombre del que entrevista_____

Nombre del padre, madre o guardian _____

18. ?Como, segun Ud., esta ayuda puede ser provista (dada)?

_____

_____

_____

Nombre del entrevistador:_____

Direccion_____
Calle Apt.

_____
Borough Zip Code

Numero de telefono:_____
Hogar Oficina

Fecha de la entrevista_____

Nombre del padre, madre o guardian_____

APPENDIX C

Staff List

Dr. Thelma M. Williams, Evaluation Chairman
Senior Research Associate
Center for Urban Education

Mr. Harry Krohn
Supervising Principal
Union Free School District No. 3
Hawthorne, New York

Dr. David Mann
Psychoanalyst
Albert Einstein College of Medicine
and Montefiore Hospital
New York City

Mrs. Marjorie Abrams
Former Teacher
Walden School
New York City

Dr. Maria Bithorn
Department of Relocation
Progreso Para El Viejo Chelsea
New York City

Eugene Bucchioni
Assistant Professor
Department of Education
Hunter College
New York City

Miss Edith Clute
Parent Education Consultant
New York City Health Department

Miss Cornelia Goldsmith
Technical Assistant Specialist,
Headstart
Former Director, Day Care Unit
New York City Health Department

Dr. Hubert Kauffman
Assistant Professor and Staff
Psychologist
Educational Clinic
School of Education
City College

Mrs. Marcella Knights
Social Case Worker
New York Department of Welfare

Dr. Gilbert Levin
Albert Einstein College of
Medicine
New York City

Dr. James F. Sobrino
Supervising Clinical
Psychologist
Catholic Charities Guidance
Institute
New York City

Mrs. Romana Salgado
Staff Associate for Community
and Professional Education
Planned Parenthood of New
York City

Dr. Donald O. Watkins
Professor of Education
Brooklyn College

Dr. Israel Zwerling
Professor of Psychiatry
Albert Einstein College of
Medicine
Yeshiva University
New York City



11

EVALUATION OF NEW YORK CITY TITLE I

EDUCATIONAL PROJECTS 1966-67

IMPROVING INSTRUCTION FOR CHILDREN IN SCHOOLS FOR THE SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED

By Thelma M. Williams

October 1967

The Center For Urban Education

33 West 42nd St., New York, N.Y. 10036

Center for Urban Education
33 West 42nd Street
New York, New York 10036

IMPROVING INSTRUCTION FOR CHILDREN IN SCHOOLS FOR THE SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED

Thelma M. Williams

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evalution
Joseph Krevisky, Assistant Director

October 1967

CENTER FOR URBAN EDUCATION

FIELD RESEARCH AND EVALUATION COMMITTEE

ESEA TITLE I EVALUATIONS

SUMMARY REPORT

Date: September 1967

Project: Improving Instruction for Children in Schools for the Socially Maladjusted and Emotionally Disturbed

Evaluation Director: Dr. Thelma M. Williams
Senior Research Associate
Center for Urban Education

NOTE: To assist in the planning of Title I projects for 1967-8, this summary was prepared after the collection of all data but before the writing of the final report. The final report will contain a complete, detailed evaluation of the project.

IMPROVING INSTRUCTION FOR CHILDREN IN SCHOOLS FOR THE SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED

Background of the Program

Sixteen day schools for the Socially Maladjusted and Emotionally Disturbed received Title I funds for 1966-67. Pupils in these schools have been described as over-age, acting out youngsters who are unable to conform to the behavioral and academic demands of regular classrooms. Program objectives developed by the Board of Education for these schools included the following: a) to improve achievement in basic skill areas, b) to contribute to the development of positive attitudes toward the self as well as toward school, and c) to contribute to an increase in the degree of emotional stability and social integration of the child.

In order to educate this population of children, additional school staff including guidance counselors, social workers, psychologists, psychiatrists, and curriculum specialists were employed. Additional teachers hired with Title I funds were allocated to the areas of music, arts and crafts, health education, reading, industrail arts, and vocational education. Equipment was increased in the areas of audiovisual aids, workshops, and supplies for instruction.

Evaluation Research

This research has been directed toward assessing the degree to which plans and policies developed by the Board of Education of the City of New York were implemented. It was of equally vital concern to obtain some measures of the effects of the program on students who participated in it. The research design called for collection of data in each of three major areas. These are:

1. Recruitment, qualifications, and functions of the additional personnel requested in the Board of Education's initial proposal.
2. General behavioral functioning and school achievement of pupils participating in the program.
3. Parents' degree of awareness of and opinions about the special services and programs organized for the children.

Research instruments included questionnaires and interview forms for use with staff personnel and an interview schedule used with parents. Results are reported in terms of frequency tallies and per cent responses for specific item categories. Pupil records were reviewed and available behavioral and test data were recorded. Observers' subjective reports of conversations and informal interviews with staff personnel were reviewed and analyzed by means of content analysis.

Returns on Data Gathering Instruments

Returns from questionnaires mailed to each assistant principal, guidance counselor, and teacher hired with Title I funds were as follows: 19 (66 per cent) of assistant principals hired, 34 (53 per cent) of teachers hired, and 8 (62 per cent) of guidance counselors hired. Fifteen schools completed and returned forms requesting testing history and method of recording test scores of their pupils. Careful review of these forms revealed so much variation in types of tests administered and in the manner of recording test scores that they were practically useless in terms of any further analytic procedures. The same situation prevailed with regard to pupils' behavioral records and attendance data. The total number of parent interviews returned was 78. Of these, 67 represented responses from English-speaking parents, and 11 were from Spanish-speaking parents.

Findings

A. Staff Personnel

Some discrepancy existed between the number of Title I positions allotted to a given school and the number actually filled: i.e., 80 positions entitled "teachers" were assigned, and 63 were filled; 15 positions entitled "secretaries" were assigned, and 9 were filled. Positions entitled "Assistant Principals," "Guidance Counselors," and "librarians" showed good congruence between number of positions allocated to the schools and the number actually filled. The reason most frequently noted by principals for unfilled positions was the difficulty of recruiting qualified personnel. In addition to positions already noted, positions for two psychiatrists, two psychologists, and two social workers were allocated and filled.

Assistant principals, guidance counselors, and teachers evidenced uneven preparation in the teaching of socially maladjusted children. Most of them were teaching out of license. Most of the guidance counselors had less than two years of experience in their field, and almost two-thirds of teachers had received no special training in the management of socially and emotionally disturbed children.

Difficulties in role specifications for added school personnel were encountered. For instance, there was no clear indication of the functional role of the "assistant principal." One assistant principal assigned to teacher training and curriculum commented that he became so involved in the administrative functioning of the school that his major responsibilities in the area of teacher training and supervision had, of necessity, to be curtailed.

Although the duties of the guidance counselors were spelled out more clearly in the project proposals than those of the teachers or the assistant principals, there was wide variation in the conception of this position from school to school. In some schools, emphasis was placed on vocational and job counseling.

In others, "crisis" or "instant" counseling was stressed. Often, record keeping, screening, and intake procedures preempted most of the counselor's valuable time.

Before Title I funds were available, there were many schools with neither libraries nor librarians. After Title I funds were made available, librarians were assigned, but the quality and extent of library service was still found to be uneven throughout the schools. Several librarians stated that pupils avoid the libraries because material that interests them is not available.

Orientation of principals and other administrative personnel toward programming and managing emotionally disturbed youngsters seemed to vary from those who took a custodial view of the matter and advocated a policy of "containment," to those who were consciously motivated toward "helping" these pupils and thus related to them in a manner productive of therapeutic gain.

B. Pupil Behavior and Achievement

It is regrettable that this particular area of the evaluation elicited such trifling data. Test scores for pupils before and after they entered the program supported by Title I funds were not available. Behavioral record keeping was so sketchy and incomplete that it precluded any meaningful analysis.

C. Data from Parent Opinion Survey

This material is included in the full report.

Recommendations

Major recommendations from the evaluation include the following:

1. There should be a greater role specification of assigned positions. This specification should include a thorough job analysis, and degrees and experience required.

2. Programs to recruit potential teachers of emotionally disturbed children from minority groups should be instituted in high schools, community colleges, and local universities.

3. Closer supervision of schools for the socially and emotionally maladjusted should be exercised by the Bureau for the Education of Socially Maladjusted Children. Goals and objectives of the program and of the curriculum, methods of record keeping, and the criteria for the appointment of teachers should be specified more clearly.

4. It would be wise to encourage teachers and supervisors from minority groups to associate themselves more with the program. At the present time, Negro supervisors and teachers constitute about one-third of the professional staff. There are hardly any Puerto Rican teachers and supervisors in any of the schools.

5. As stipulated by the Board of Education, the Metropolitan Achievement Test in reading and the Stanford Arithmetic Test should be administered regularly throughout the schools in order to determine pupils' achievement or lack of achievement.

6. It is suggested that the curriculum for the children in schools for the socially maladjusted and emotionally disturbed be redeveloped and implemented with appropriate staff training for the projected year 1967-1968.

7. A program of parent education should be developed which would attempt to educate the parent about his role in such vital areas as child health, the nature and objectives of the school's program, and the kind and extent of community and city resources and aid available to the family.

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Chapter I

IMPROVING INSTRUCTION FOR CHILDREN IN SCHOOLS FOR THE SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED

In February of 1966, the Board of Education of the City of New York passed a resolution changing the name of the schools designated as "600 Schools" to "Schools for the Socially Maladjusted and Emotionally Disturbed." Of the 34 schools in this classification, sixteen are day schools serving about 2500 pupils. ranging in age from 10 to 18. The remaining schools are located in hospitals, treatment centers, remand centers and residential institutions. This evaluation is concerned with the 16 day schools only.

The program objectives, developed by the Board of Education for these schools, included the following:

1. To improve classroom performance in reading and other skill areas.
2. To improve children's self image and school attitude.
3. To improve children's emotional and social stability.
4. To reduce the rate and severity of disciplinary problems.

The initial project description outlined the following proposals concerning these 16 day schools.

General Description

The main objective of this program is to aid and encourage socially maladjusted and emotionally disturbed children to remain in school. Specifically, it is intended that improvement in the pupil's self image and in attitudes toward school, as well as greater educational achievement will result from the total school program described below.

In order to treat as well as to educate these children, guidance counselors, social workers, psychologists and psychiatrists will be employed, as well as specialists in several curriculum areas. The school organization included two guidance counselors per school to do individual and group counseling with pupils and to work with parents on adjustment problems. Guidance counselors will work closely two days per week with an assigned clinical team consisting of a psychologist, psychiatrist and social worker.

The staff further includes a principal, two assistant principals, two school secretaries and a staff of teachers, including specialists in music, arts and crafts, health education, reading, industrial arts and vocational education.

The teacher-pupil ratio is set at between 10 - 12 children for each teacher. When specialists are included, the class size is often reduced to nine pupils. This is especially effective for reading and mathematics teaching. The equipment is increased in the areas of audio-visual aids, shops and supplies for instruction.

The types of shops in each school include ceramic, metal, woodworking and graphic arts. Currently, much effort is being made to intensify the music and art program which has been found to have therapeutic value for these youngsters. The school program will include visits to cultural centers, museums, industrial areas, buildings of historical significance, theaters, music

halls and centers such as the Coliseum, The Trades Fair Building, etc.

The school serves breakfast as well as lunch. The school day runs from 8:30 a.m. to 3:00 p.m. with an after school study center lasting from 3:00 p.m. to 5:00 p.m. The school day will thus be a total program lasting from 8:30 a.m. to 5:00 p.m. for all children.

The schools for socially maladjusted children accept returnees from state mental institutions and training schools and children suspended from regular day schools in New York City. A specially designed screening program selects those children with an optimum chance for succeeding in the type of program offered.

In keeping with the recommendations of the evaluation made by the Center for Urban Education in the study conducted in 1965-1966, efforts will be made to assign experienced teachers to the 600 schools in 1966-1967. The further recommendations for gymnasiums, pools and shops will necessitate considerable construction, which will, in turn, require a number of years of effort.

Objectives of the Evaluation

In September of 1966 the staffs of the 16 day schools were augmented, through the allotment of Title I funds, to provide the schools with additional supervisors (assistants to principal), teachers, librarians, secretaries and guidance counselors. The intent of the evaluation is to determine the extent to which the increased personnel and services helped in implementing the plans outlined in the project description as well as to measure the effects of the

augmented program on the participating pupils. The research design called for the collection of data in the following areas:

1. Recruitment, qualifications and functions of the additional personnel.
2. Behavior and achievement of pupils participating in the program.

School Personnel

A form requesting the names of all personnel hired with Title I funds was sent to the principals of the 16 schools. Questionnaires were sent to the personnel hired with Title I funds including assistants to principal, guidance counselors, librarians, and teachers. Interviews were conducted with these newly added personnel to elicit their reactions to the program.[1] The focus of the evaluation was on the following aspects:

1. General professional qualifications and experience.
2. Effectiveness of personnel deployment.
3. Staff involvement with, and reactions to pupils and program.
4. Training and orientation of teachers.

Data were collected on class size, teacher recruiting criteria, and the general effects of additional Title I funds on the school and its program. Written reports of each school visit were submitted by members of the evaluation team.

[1] Visits were made to 39 schools by interdisciplinary teams--representing social work, psychology, education, in public and private institutions.

Pupil Evaluation

Achievement test scores in reading and mathematics were to be compared for the past three years. Pupil questionnaires sought evidence of their attitudes toward the school and its program. Anecdotal records and other data on pupil behavior and attendance were reviewed from the period from January through March of 1967. The pupil evaluation was to be based on a random sampling of 26 pupils selected from the different schools in the program.

Chapter II

FINDINGS

General Professional Qualifications and Experience

Table 1 indicates the augmentation of school staff under Title I, listing the number of positions allotted and the number of these positions that were filled in the 16 schools.

Table 1

Augmentation of School Staff Members

Positions	Number of Positions Allotted	Number of Positions Filled	Vacancies
Assistants to Principal	30	29	1
Teachers	80	63	17
Guidance Counselors	15	13	2
Secretaries	15	9	6
Librarians	15	14	1
Totals	155	128	27

The difference between positions allotted and those actually filled was attributed, by principals, to difficulties in recruiting trained personnel, particularly those with the experience and educational qualifications considered desirable for teachers of emotionally disturbed children.

Heretofore, clinical services offered through the Bureau

of Child Guidance teams (each team consisting of a psychiatrist, psychologist, and social worker) had been available to these special schools on a part-time basis, and had been found to be inadequate for the needs of the children. Accordingly, under Title I, the augmented services of September 1966 included the addition of two psychiatrists, two psychologists, and two social workers whose time was assigned exclusively to the special schools to more adequately meet the needs of this pupil population.

Teachers

Questionnaires on 34 newly assigned teachers were returned and analyzed. Responses concerning their academic background indicated 1 with a doctorate, 13 with masters'degrees, 1 with an associate of arts degree, and 19 with bachelors' degrees. Of this number, 23 indicated having had no special training in the education of the emotionally disturbed children, 8 had had some training, and the rest did not respond to this question.

Assistants to Principal

The augmented supervisory positions included the allotment of 1 position of assistant to principal to each of 2 schools, and 2 such positions to each of the other 14 schools. In several instances, among the 22 questionnaires returned it was found that, when there was no licensed assistant to principal available to fill the allotted position, it was filled by the temporary assignment of an experienced teacher to serve as "acting assistant to principal." The questionnaire responses therefore, in this instance,

included both regularly licensed assistants and those teachers assigned as acting assistants to principal. Of the 22 returned questionnaires, 1 indicated achievement of a doctorate in education, 15 had masters' degrees, 5 had bachelors' degrees and 1 had a vocational education certificate.

The responses as to their specialized training in working with emotionally disturbed children indicated that half of their number (11) had had such training while the other half had not.

Guidance Counselors

Nine of the 15 newly assigned guidance counselors returned the questionnaires, indicating 8 with masters' degrees and 1 with a bachelor's degree. One of the respondents indicated a period of over nine years experience in the field of guidance, and others indicated no more than two years. Only 5 were licensed as guidance counselors, the others were licensed teachers, with some guidance experience, who were assigned as acting guidance counselors.

Librarians

It is evidently rare for teachers assigned to school libraries below the secondary level to have a degree in library science in addition to their teaching license, and this condition prevailed among the teacher-librarians assigned to the 16 special schools. Some indicated library experience in colleges or other specialized libraries but most were common branch teachers assigned as librarians, with little specialized training in the field.

Effectiveness of Personnel Deployment and Utilization

Teachers

A total of 80 additional teaching positions was made available under Title I to the 16 special day schools, in a range of from 1 to 15 extra teachers per school. However, as was shown in Table 1, only 63 of these positions were actually filled because of a dearth of available, trained teachers. Accordingly, the evaluators sought to assess the effectiveness of the schools' utilization of these 63 new teachers and their perceptible impact on the school program.

In response to questions concerning the quantitative impact of the additional positions, teachers and supervisors indicated that there were manifest gains in terms of better teacher-pupil ratios. The initial project description had indicated 10 to 12 pupils per teacher as the project goal. The evaluators did note that there were still four schools in which there were some class groupings of from 12 to 17 pupils, but that most class sizes were under 12.

As for qualitative gains, in terms of better teaching-learning situations made possible through provision of more teachers per school, the evaluators found varying situations from school to school, and even among classes in the same school. The initial project description stated, "Currently much effort is being made to intensify the music and art program which has been found to have

therapeutic value for these youngsters." Observers did note especially effective art and music programs in at least three of the schools visited.

Assistants to Principal

Two assistants to principal were assigned to each of the 16 schools in the program. The evaluators assumed that, since the two major duties of the assistants were subsumed under the following two headings: 1. administrative supervision and 2. curriculum development and teacher-training, the two functions would be divided between the two assistants in any one school. This evidently was not the case and, in many schools, there was no clear division of function, but evidence of apparent overlapping and duplication of effort by the two assistants.

While the administrative aspects of the program seemed to be functioning fairly effectively in most schools, there was no evidence of particular emphasis, by either of the assistants to principal, on the aspects of teacher in-service training and supervision. Since inadequate pre-service training and/or experience in special teaching methods required for emotionally disturbed children seemed to be evident in the newly assigned teaching personnel, this lack of supervisory focus on teacher in-service training and supervision was seriously questioned by the evaluators.

Guidance Counselors

The project description stated, "The school organization

includes two guidance counselors per school to do individual and group counseling with pupils and to work with parents on adjustment problems. Guidance counselors will work closely, two days per week, with an assigned clinical team consisting of a psychiatrist, psychologist, and social worker."

Once again, manifest variations were evident from school to school in efforts to maintain an effective guidance program. In some schools, vocational and job counseling received most time and emphasis. In others, "crisis" situations and need for "instant intervention" by a guidance counselor seemed characteristic of the school pattern. In still other schools, the guidance counselor's time seemed to be occupied primarily with record keeping, screening and in-take procedures, and pupil transfers. There were few evidences of group counseling procedures being utilized and only four or five schools indicated effective efforts at involving and working with parents. There was also no evidence of much thought given to effective delineation of each of the two counselor's roles. In view of the provision of two counselors per school, it seemed to the evaluators that one of these positions clearly would have been better utilized if that counselor had devoted his time exclusively to working with children in conjunction with the clinical team members.

The lack of adequate orientation and experience evidenced on the part of some of the newer counselors or teachers assigned as "acting counselors," was a manifest handicap to this program.

Librarians

Since the assignment of teacher-librarians was a relatively new addition to the program, it was difficult to assess the value of their services at this point. Time, effort, and funds are evidently needed to build up the existing libraries so that they are stocked with materials on both the interest and the reading levels of their pupil readers. Some libraries seemed underutilized -- on the other hand, some teachers and librarians commented on the pupils' lack of interest in books and reading. Librarians will need increased experience in meeting the needs of these pupils so that the libraries are better utilized by the youngsters.

Staff Involvement With and Reactions to Pupils and Program

There were wide variations in educational philosophy and quality of leadership among the principals and assistants to principals in the program. Several school administrators emphasized the need for strict controls and discipline as basic to their programs. Other school heads appeared to be engaged, with their staff, in on-going efforts to find appropriate teaching methods for and means of relating to emotionally disturbed youngsters. Another principal emphasized the dual goals of education and therapeutic treatment. One school's focus seemed to be on the reading program primarily, with emphasis on remedial procedures, as well as on utilizing children's experiences and multi-sensory approaches.

Another school head spoke of his overriding concern with improving the pupils' self image.

The factors which appeared to determine the direction and quality of the varied programs experienced in these schools seemed directly related to the principal's philosophy and outlook, to the degree with which he communicated his point of view to his staff, to the teacher-training efforts of the school supervisors, and to the school's success in recruiting adequate staff.

Training and Orientation of Teachers

In four of the schools observed, there were organized procedures for teacher orientation and training. Teachers in these schools were receptive to and appreciative of the efforts being made by their supervisors. Even among some of the more inexperienced teachers, they showed evidences of developing effective means of reaching emotionally disturbed children.

On the other hand, in the majority of the schools, this was the area with the most obvious deficiencies. Questionnaire responses indicated that 2 of 9 guidance counselors felt they had satisfactory in-service training, 7 of 22 assistants spoke favorably of the orientation they had received, and 16 of 36 teachers felt they had adequate orientation in their schools. Since preservice education in work with socially maladjusted and emotionally disturbed pupils is recognized as being inadequate at the present

time, it is incumbent upon supervisors and administrators of these special schools to make teacher orientation and in-service training one of their primary functions.

Chapter III

PUPIL ACHIEVEMENT AND ATTENDANCE

This aspect of the evaluation was the most difficult to achieve due to the unavailability of comparable test scores and the incompleteness of many pupil records. A questionnaire was mailed to assistants to principals, teachers and guidance counselors hired under Title I funds, requesting data on testing history and test scores for the past three years. A study of the 15 questionnaires returned indicated wide variations in types of tests administered, little consistency in utilization of the same testing instruments in successive years, and no uniform methods of maintaining anecdotal data on individual pupils. These forms therefore offered little data that might be used for purposes of comparing one school with another, or even of comparing one child's record for two successive years.

Attendance records were studied for 24 pupils (of the 26 in the sample) for the 1966-67 school year. Of this sample 11 (45 per cent) had absences from 1 to 10 days; 6 (25 per cent) had absences from 14 to 20 days, and 7 (29 per cent) had absences of from 33 to 155 days of the total of 175 days in the school term. This latter 29 per cent represents the group of pupils found most difficult to reach through the regular teaching methods of the schools, and most in need of the additional services made available through the Title I augmentation of guidance and clinical personnel.

Chapter IV

CONCLUSIONS AND RECOMMENDATIONS

1. The evaluators found a wide diversity among the 16 schools in the program in terms of the educational philosophy and leadership of the principal, in programs of teacher orientation and training, in record keeping procedures, and in guidance and teaching effectiveness. It is suggested for future federally funded projects that, in addition to the general goals related to the improvement of the entire program, more precisely specified goals be set for each school related to its own setting and particular needs.

2. Future evaluations of pupil achievement in the schools should be based on more uniform and precise test data than was available at this time. This suggests the dual need of finding or constructing appropriate tests for these pupils and of administering them in a structured and sequential testing program. It is recommended that experts in testing, curriculum, and administration cooperate in developing such tests with any special adaptations necessary for children with emotional and social problems.

3. The evaluators found it difficult to assess pupil behavior patterns because of a dearth of consistent and sequential data. Training of teachers in recording anecdotal data is necessary as is administrative supervision to insure maintenance of up-to-date records which can, if necessary, be transferred from

one school to another and be interpreted and continued by the next teacher.

4. Clearer delineations of the respective roles of the two assistants to principal assigned to each school and those of the two guidance counselors would be advantageous. In the case of the assistants, administrative functions might be the province of one, with the major efforts of the other assistant focused on the area of teacher training and curriculum development. Similarly, in the review of the roles and functions of the guidance counselors, major effort should be applied to working with pupils in groups as well as individual guidance and in related efforts with parents.

5. The area of parent involvement is one which should be of major concern to these special schools. The geographical factor of pupils living at some distance from the school makes it less likely that their parents will find it easy to visit the schools. In the schools, where the program was most effective there were evidences of concerted efforts made by supervisors, teachers, guidance counselors, and social workers to invite parents to the schools for events of a festive nature, to visit homes when possible, and to keep parents informed by mail or phone, of their youngsters' problems or progress in school. Avenues of wider parent involvement should be explored.

Appendix B - INSTRUMENTS

IMPROVING INSTRUCTION FOR CHILDREN IN SCHOOLS FOR THE SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED (SMED).

List of Instruments

Letter of Introduction	B1
Principal's Questionnaire	B3
Assistant Principal's Questionnaire	B5
Guidance Counselor's Questionnaire	B9
Teacher's Questionnaire	B12
Pupil Evaluation Research Procedure	B15
Pupil Questionnaire	B17
Testing History of Pupils	B23
S.M.E.D. Pupil Profile	B27
Identification Letter for Indigenous Parent Interviewers (English and Spanish)	B28
Parent Questionnaire (Spanish and English)	B30
Parent Opinion Survey Code Book	B39

CENTER FOR URBAN EDUCATION
33 West 42nd St.
New York, N. Y. 10036

Date February, 1967

Mr(s).
Principal
School
Address

Dear Mr(s).

As you know from General Circular No. 6, 1966-67, of the Board of Education, we have been assigned to evaluate the _____ program in the elementary, junior, and/or senior high schools.

The first phase of this study was completed in the spring of 1966. The second phase will be conducted during the next few months.

As a participant in the Program, your cooperation is vital and is earnestly enlisted. We are all too conscious of the imposition on your limited time and can only assure you that we will do our utmost to complete our work at your school as quickly as possible and with a minimum of disturbance.

The basic plan calls for visits by a team of people. The leader of this team is Dr. Harry Gottesfeld. He is Associate Professor, Graduate School of Education, Yeshiva University, 55 Fifth Avenue, New York 10003, telephone 255-5600, ext. 415. All further contacts with your school in reference to the above project will be made through him.

Attached is a list of questions often asked by principals last spring. We hope our answers will be helpful. If you have any other questions, please do not hesitate to call me at 244-0300, extension 34.

Thank you kindly for your cooperation.

Respectfully yours,

T. M. Williams

Thelma M. Williams, Ed. D.
Director Special Education Evaluations

QUESTIONS AND ANSWERS

1. Who is Dr. Thelma M. Williams?

   Senior Educational Associate in charge of Special Education Evaluations, Title I, Center for Urban Education, 33 West 42nd Street, New York City. Adjunct Assoc. Professor of Education, Long Island University, New York City.

2. Who are the professionals assigned to observe and interview?

   A team consisting of educators, social workers, psychologists, psychiatrists, parent educators, sociologists, anthropologists, etc., who know schools, child and adolescent behavior, and teaching, and who are associated with universities in New York City and in nearby areas; also, principals and directors of well-known private schools.

3. Shall I alert my staff members to your visit?

   If you wish.

4. Will I or my staff members be permitted to see any of the instruments you plan to use?

   Yes. You may see all instruments. However, the policy of the Center for Urban Education does not permit us to leave copies of these instruments with anyone.

5. Has the final report of the spring study been released?

   Yes. The spring report can now be seen in the library of the Center for Urban Education, 33 West 42nd Street, New York City.

CENTER FOR URBAN EDUCATION
33 West 42nd Street
New York, N. Y.

FORM A

PRINCIPAL'S QUESTIONNAIRE
(14 A)

The Center for Urban Education has been asked by your Board of Education to evaluate the Title I Programs funded under Elementary and Secondary Education Act. The evaluation is a required provision of the Act and is essential if the programs are to be continued or expanded in the future. I have been selected Evaluation Director to head up a committee concerned with staffing of programs. In order to complete this assignment, your cooperation is essential. Every effort will be made to obtain essential material without burdening you with additional work. Staff will be contacted directly and asked to complete questionnaire prior to select personal interviews. The questionnaires will be sent directly to your staff and they will return them to me at the Center.

The Title I proposal states that your school has been assigned additional staff as follows: (Would you please list the names of the staff.)

Assistant Principals (2):

1. _____

2. _____

Librarian (1):

1. _____

Guidance Counselor (1):

1._____

School Psychiatrist (Part-time) (1):

(Please indicate amount of time allotted to your school.)

1._____

School Psychologist (Part-time) (1):

(Please indicate amount of time allotted to your school.)

1._____

School Social Worker (Part-time) (1):

1._____

School Secretary (1):

1._____

Teachers: Number:_____

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

CENTER FOR URBAN EDUCATION
33 West 42nd Street
New York, N.Y.10036

TITLE I.

Instructions sent with questionnaires to Assistant Principals, Guidance Counselors, and Teachers.

Title I projects funded by the Elementary and Secondary Education Act must be evaluated by an agency selected by the school system receiving the funds. The New York City Board of Education has asked the Center for Urban Education to evaluate all Title I programs, and has asked all professional staff members in the school system to cooperate. An essential portion of the evaluation is the gathering of information on staffing of the programs. Your position has been designated as one funded by Title I and I will need your cooperation in order to compile the necessary data. Would you please complete the enclosed questionnaire and return it in the addressed stamped envelope. Your Principal supplied your name and was informed that you would be contacted by mail.

These questionnaires are for use by the Center staff and will not be available to anyone else. After the forms have been returned interviews will be arranged with a small number of teachers from different subject areas. If you wish to be one of the teachers interviewed note this at the end of the questionnaire.

The project team leader who will contact you in the future will be Mr. Harry Krohn, District Principal of Union Free School District #3, Hawthorne Cedar Knolls School. He has had 27 years of experience in special education as a teacher, guidance counselor and administrator. He has lectured at universities, conferences and workshops. He has also been consultant on many projects funded by the state and federal government.

Dr. Thelma M. Williams, Director
Special Education Evaluation
Title I

FORM D

CENTER FOR URBAN EDUCATION
33 West 42nd St.
New York, N.Y.

ASSISTANT PRINCIPAL'S QUESTIONNAIRE
(Project 14A)

1. Name_____ School_____

2. Professional Training (list Degrees)

3. Certification (if more than one list all)

   a.
   b.
   c.

4. What experience have you had in N.Y.C. schools? Include years in each area.

5. Have you had experience in other school systems? If so, specify subject area and number of years.

6. As Assistant Principal, what percentage of your time is spent in the following areas?

	Percentage of time
Work with students	
Supervising teachers	_____
Administrative duties	_____
	_____

7. Describe your work with students. Please be specific and note any practices or procedures that you have instituted because of the special nature of the student population.

(Use back of sheet if necessary)

8. Do you supervise teachers? YES NO
If YES, describe the supervisory process.

9. Have you had any special training in the education of the emotionally and socially maladjusted child? If so, please specify courses other than those required of all teachers, seminars, workshops, inservice training, etc.

10. What is your contact with the following:- (Please circle appropriate answer.)

Parents	Regularly	When Necessary	None
Psychologists	Regularly	When Necessary	None
Psychiatrists	Regularly	When Necessary	None
Case Worker	Regularly	When Necessary	None
Community Agencies			
_____	Regularly	When Necessary	None
_____	Regularly	When Necessary	None
_____	Regularly	When Necessary	None

11. Are you assigned duties not ordinarily considered the responsibility of an Assistant Principal? YES NO
If YES, describe.

12. The training of personnel to work with the emotionally disturbed socially maladjusted child has been sorely lacking at all levels. What, in your opinion, should be included in a program of training for professional staff in your school? Be as specific as you can.

(Use back of sheet if necessary)

13. Your school has two Assistant Principals. How are you duties divided? By student load? By subject or administrative areas? Please describe.

14. Were there any Assistant Principals assigned to your school last year? YES NO

NUMBER_____

15. Who is your supervisor?

Name_____

Describe the supervisory process:

16. What orientation did you have before you were given your present assignment?
Describe:

GUIDANCE COUNSELOR QUESTIONNAIRE
(Project 010, 14A, 14B)

FORM C

1. Name:

2. School or Schools Assigned to:

3. Date of present assignment:

4. Professional Training (B.A., M.A. Dr.):

5. Certification (if more than one list others):

   a.

   b.

   c.

6. Previous guidance experience in N.Y.C.

7. Experience in other school systems:

8. What teaching experience have you had?

9. The role of a guidance counselor varies from school to school. The following questions are being asked in an attempt to clarify your role in your setting.

   a. What direct service do you provide students?

   b. Do you work directly with teachers? Describe how.

c. Do you have contact with parents? Describe what you do.

d. Do you have any contact with agencies outside the school? Describe.

e. Do you work with other members of a professional team? YES NO
If YES, what professions?

10. What percentage of your time is spent in performing your duties in each of the areas listed in question 9?

a.

b.

c.

d.

e.

11. Who is your supervisor? What is his official title?

12. How many other guidance counselors in your school?

13. How many students are you responsible for?

14. Are additional guidance counselors needed in your school? YES NO
If YES, what would their duties be?

15. Do you want to continue in this special school? YES NO
If NO, why? If anything, what would make you reconsider?

16. Are you taking any special courses on a graduate level in this special field? Where and what courses?

17. Are you participating in any special workshops, seminars, or inservice educational programs? YES NO
If YES, describe.

TEACHERS QUESTIONNAIRE
(Project 14A)

1. Name: School:

2. Official Assignment (grade level, subject):

3. Date assigned to present position:

4. Professional Training (B.A., M.A., Dr.):

5. Certification (if more than one list in order of major interest):

   a.

   b.

   c.

6. Years of experience in N.Y.C.

7. Years of experience in other school systems.

8. What subjects did you teach prior to your present assignment, and for how many years?

Subject	Years

9. What subjects do you enjoy teaching most?

10. What experiences have you had in other fields of endeavor that you find helpful in your present assignment?

11. Do you teach the same class all day? If so, what subject areas are you responsible for?

12. If you are on a departmentalized schedule what subjects and grade levels do you teach?

13. Was the subject you teach offered last year? YES NO

14. The students in your school are considered emotionally disturbed and/or socially maladjusted. Have you had any special training in this field? Be specific - workshops, seminars, university courses, in-service courses, etc. Do not list courses ordinarily required of all teachers.

15. Do you have contact with any of the following professional staff:

Guidance Counselor -	Regularly	When necessary	None
Social Worker -	Regularly	When necessary	None
Psychiatrist -	Regularly	When necessary	None
Psychologist -	Regularly	When necessary	None
Other -	Regularly	When necessary	None

16. Did you volunteer for your present assignment? YES NO
If yes, for any special reason?

17. Do you wish to continue in this special field? YES NO
If no, what if anything would make you reconsider?

18. Who is your immediate supervisor?
(a) Describe the supervisory process.

19. How many students in your class?

20. Do you have duties in addition to those one ordinarily expects of a classroom teacher? YES NO
If yes, what are they?

21. Did you receive any special orientation before you were assigned?

22. A teacher's goals are often determined by his students needs. What are your goals with your students? Please list as many as you wish.

23. Would you want to be interviewed by a member of the Center's evaluation team? YES NO

24. Do you have direct contact with parents? YES NO
If YES describe.

25. Are you required to write any reports? YES NO
If YES itemize the type of reports and how often.

26. Do you have teacher aides assigned to you? YES NO
If YES what are their duties?

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Subject: Pupil Evaluation Research Procedures

1. Some changes are necessitated in relation to the SMED schools (600 and 400) program.

   a. The augmentation of these programs allows for a comparison of this year's pupil experiences with last year's. Thus, the selection of pupils by school visitors should not be limited to children in the program for one year only.

   b. The selection procedure for SMED pupils is as follows. Fifteen (15) to twenty (20) pupils will be interviewed in a group using a questionnaire (see Encl. SMED). The visitor will select two or three children from each grade level. In schools covering 5 or fewer grades, three or four pupils from each grade will be taken. In schools covering 6 or more grades, two or three pupils from each grade will be taken. It is important that this selection be made by chance; that is, on the basis of factors having no systematic relationship with the attitudes toward teacher and school being studied to the group interview. It should be possible to use the roll book or grade roster in the following way:

      Before the scheduled visit have someone choose a number between 1 and 12. Write that number in the "Grade" column at the top. Then count up from it to twelve and then continue from 1. For example, if the someone I asked said "7" I would do as in the example. Then, if the school I visited had grades from 4 to 12, I would select the 13th and 7th child on the 7th grade roster. Then the 2nd and 14th child on the 8th grade roster, the 5th and 1st child on the 9th grade roster and so on until I got to the 12th grade. Then, I would skip down to the bottom and take the 7th and 8th child on the 4th grade roster, the 15th and 5th child on the 5th grade roster and the 13th and 9th child on the 6th grade roster. If any of these children were absent on the day of the visit, simply take the next

Grade	Ordinal Position of Name on List							
7	13,	7,	9,	5,	2,	8,	3,	6
8	2,	14,	8,	3,	5,	9,	1,	13
9	5,	1,	15,	12,	4,	7,	11,	8
10	9,	4,	10,	2,	7,	13,	3,	1
11	6,	13,	1,	11,	5,	9,	4,	15
12	10,	3,	15,	1,	4,	14,	6,	9
1	3,	12,	8,	15,	11,	13,	2,	7
2	8,	5,	9,	14,	1,	6,	3,	10
3	7,	15,	13,	9,	4,	1,	6,	11
	4	5	6					

number to the right or above, and so on until between 15 and 20 children have been selected. In this way, no systematic bias can be introduced. By no means allow the selection of children to be made by the teacher or any other school official.

c. Achievement tests scores and attendance records for the entire school will be collected as indicated in the memo of April 24th.

d. The anecdotal record will be completed only for children who are selected for the group interview. No attempt will be made, however, to impair the anonymity of the group interview.

e. Note from each selected pupil's records when, how, and for what reason he or she was transferred to an SMED school.

f. Any pupil who wishes not to cooperate will be allowed to withdraw without prejudice. Record only the number of such withdrawals. Similarly, if a child does not wish to answer any question, inform him that he may simply leave it out.

g. Ascertain at the outset that the children know what an "opinion" is. Define it for them using some commonplace matter such as "Batman" or the "Mets." Get across the idea that they have a right to their likes and dislikes regardless of who might disagree with them.

h. Introduce yourselves to the children as someone from the Center who is trying to find out what is good and what is bad about their school.

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Evaluation Director: Dr. Thelma M. Williams

Committee on Field
Research and Evaluation
Title I

Special Education Evaluations

Pupil Questionnaire

Instructions: Do not write your name on this sheet. I am going to ask you some questions about how you feel about things in school. There are no right or wrong answers to these questions. I want each of you to write your own opinions on the paper that is in front of you. Do not speak out or share your opinions. It is very important to us that we have your real opinion of these things. Do not copy from anyone. No one in the school will see any of your answers. Remember, there are no right or wrong answers to these questions - only your true opinions.

1. If you had it to do, I mean, if it were really up to you, would you have: (check one).

   ( ) stayed in the school you were in before you came to this school?

   ( ) come to this school?

   ( ) gone to some other school?

2. In which class did you like your teacher more? (check one).

   ( ) last year's class

   ( ) this year's class

   ( ) I liked both the same

   ( ) I like both the same

   ( ) I did not like either one at all.

Note: All questions and instructions will be read aloud by the examiner who will help children to understand the questions, if necessary.

Dr. Thelma M. Williams
Pupil Questionnaire

3. In which class did your teacher like you more? (check one).

( ) last year's class

( ) this year's class

( ) both liked me the same

( ) neither one liked me at all

4. In which class did you learn more? (check one).

( ) last year's class

( ) this year's class

( ) I learned a lot in both

( ) I didn't learn much in either one

5. In which class did you find more good friends? (check one).

( ) last year's class

( ) this year's class

( ) I found the same in both classes

( ) I did not make any friends in either class

6. In which class did you feel more like playing hookey? (check one).

( ) last year's class

( ) this year's class

( ) I felt the same in both classes

( ) I did not want to play hookey in either class

( ) I wanted to play hookey in both classes

Dr. Thelma M. Williams
Pupil Questionnaire

6. Has anything you learned in this class helped you to get along better at home or with your friends? (check one)

( ) Yes, what? _____

_____

( ) No ( ) I do not know

7. Is there anything you could learn in this school that might help you to get along better at home or with your friends? (check one)

( ) Yes, what? _____

_____

( ) No ( ) I do not know

8. Is there something you would like to learn about that is not taught in this school? (check one)

( ) Yes, what? _____

_____

( ) No ( ) I do not know

9. Did you learn anything in school this year that is new - that you never knew before? (check one)

( ) Yes, what? _____

_____

( ) No

10. What was the best thing about this class? _____

_____

_____

Dr. Thelma M. Williams
Pupil Questionnaire

11. What was the worst thing about this class? _____

_____

_____

12. What should be added to this school to make it better for you?

_____

_____

13. What should be taken out of this school to make it better for you?

_____

_____

14. Do you have a teacher who cares about you especially?

( ) Yes ( ) No ( ) I do not know

15. What does your teacher do when a child "acts up" in class?

_____

_____

16. Are you absent: (check one)

( ) Sometimes?

( ) Much, why? _____

( ) Never

17. What would <u>you</u> <u>really</u> <u>like</u> to do to make a living when you grow up? What do you wish to be?

_____

_____

Dr. Thelma M. Williams
Pupil Questionnaire

18. If your teacher knew about this wish, what would he or she say? (check one)

( ) That's a good idea

( ) You'll have to improve a lot to make it

( ) You're not suited for that kind of work

( ) It takes a lot of education and money to get there

( ) If other, What? _____

_____

( ) I don't know

19. What kind of job do you think you'll actually work at when you grow up?

( ) The kind I wish to do

( ) If some other work what and why? _____

_____

20. How old were you on your last birthday? _____years old.

21. How old will you be when you are ready to stop going to school?

_____years old.

22. If you were in trouble and needed help, is there some one in your class or in this school you would go to for help?

( ) Yes, who? _____

( ) No, why?_____

23. Is there some special reason why you are in this school, this year?

( ) Yes, what? _____

( ) No

24. Do you think you will be in this school next year?

( ) Yes, why? _____

( ) No, why? _____

25. Has being in this school helped you in any way?

( ) Yes, how? _____

_____

( ) No

26. Has being in this school harmed you in any way?

( ) Yes, how? _____

_____

( ) No

27. Is there anything else you would like to write about yourself and the school? Write it below.

_____

_____

_____

_____

_____

_____

Thank you for helping us.

Center for Urban Education
33 West 42nd St.
New York, N. Y. 10036

To Principal _____

School _____

Address _____

From: Harry Gottesfeld, Ph.D.
Team Leader - Pupil Evaluation

Subject: Testing History of Pupils in:

Insert type of program _____
(i.e. Socially Maladjusted and Emotionally Disturbed)
(600 or 400; E.I.P., Special Guidance; Career Guidance)

In order to plan appropriate pupil evaluations, we need the information requested below. Therefore, we would be very grateful if you would please complete this questionnaire and return it to us in the enclosed stamped, self-addressed envelope promptly.

1. Name the Reading and Arithmetic achievement tests administered in the enumerated school years: (If none, state reason)

	READING		ARITHMETIC	
	Name	Date Given	Name	Date Given
1962 1963				
1963 1964				
1964 1965				
1965 1966				
1966 1967				

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33 West 42nd St.
New York, N. Y. 10036

2. Were these tests administered to all children in every grade level?

Yes___ No___; if no, insert into the following table the grades not tested.

For Special Guidance, Junior Guidance and Career Guidance Classes, this refers only to the grade levels covered by the programs.

	GRADES NOT TESTED IN	
	READING	ARITHMETIC
1962 1963		
1963 1964		
1964 1965		
1965 1966		
1966 1967		

3. Describe the form in which the achievement test scores are recorded (check as many as apply):

( ) individually, as part of pupil's record

( ) grouped by grade level (and date of administration)

( ) as difference scores, i.e. mean differences between September and June of each school year.

( ) if otherwise, please specify_____

_____

_____

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33 West 42nd St.
New York, N. Y. 10036

4. Indicate with a check in the appropriate columns the kinds of written records kept regarding pupils' emotional and social adjustment. (If none, so state).

School Year	Behavior Rating Form	Personality Test (center name)	Anecdotal Record	Other (please specify)
1962 - 63				
1963 - 64				
1964 - 65				
1965 - 66				
1966 - 67				

5. Are all pupils in school program evaluated by these methods? Yes___ No___. If no, please indicate other records kept.

(1) _____

(2) _____

(3) _____

(4) _____

6. What kind of special written report of disciplinary actions is made part of each pupil's school record? Please describe fully (if none, so state).

_____

_____

_____

_____

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33 West 42nd St.
New York, N. Y. 10036

7. Are truancy records kept in such a fashion that it is possible to trace individual pupil's truancy records from school year to school year? Yes___ No___.

Will you please list below names of all forms and records used and attach copies of each.

_____

_____

_____

_____

_____

Please return in self-addressed, stamped envelope.

Thank you for your cooperation.

CENTER FOR URBAN EDUCATION
33 West 42nd Street
New York, N. Y.

School _____ S.M.E.D. Pupil Profile Date _____

Address _____

Name of Pupil	Scores on Tests Administration City-Wide Reading	Math	ATTENDANCE 1965-66 Absence	Late	Truant	Court	Teachers' Anecdotal Notes (See letter) And Dates
			1966-67 Absence	Late	Truant	Court	
Name of Pupil							

B27



Committee on Field
Research and Evaluation
Title I

May 4, 1967

Dear Parent:

This will introduce_____, a representative of the Center for Urban Education of New York City who is responsible for evaluations of some of the programs in the New York City public schools.

We are asking a selected number of parents how they feel about the schools their children go to. We are interested in what changes, if any, they would like to see made to improve the quality of education that their children receive.

Your name was selected at random among the parents in the school that your child or children attend. Any information you may give will be kept in complete confidence, and the fact that we talked with you will never be made known.

Thank you for your cooperation.

Very truly yours,

Thelma M. Williams

Thelma M. Williams, Ed.D.
Chairman

TMW/mi

Special Education Evaluations

CENTRO DE EDUCACION URBANA
33 West 42 Street
New York, N. Y. 10036

Mayo 4 de 1967

TITULO I

Evaluaciones Especiales Sobre Educacion,

Dra. Thelma M. Williams, Directora

Estimada Madre (Padre):

Esta carta es para presentarle a la Sra. (Sr.)_____ quien representa al Centro de Educacion Urbana, entidad responsable de evaluar algunos programas de las escuelas publicas de Nueva York.

Hemos escogido un numero de padres para preguntarles sus opiniones con relacion a las escuelas de sus hijos. Interesamos saber los cambios que Vds. desean, que se efectuen con el proposito de mejorar al educacion de sus hijos.

Su nombre fue seleccionado para que Vd. sea entrevistado. La information que Vd. nos de sera confidencial y nunca se revelara el hecho que Vd. hablo con nosotros.

Gracias por su cooperacion,

Sinceramente,

T.M. Williams

Thelma M. Williams, Ed. D.

TMW:mo

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Dr. Thelma M. Williams
Evaluation Chairman
May 4, 1967

Special Education Evaluation

Parent Questionnaire

Evaluation form to be used in interviewing of parents with children in Junior Guidance, Special Guidance, Career Guidance or schools for Socially Maladjusted and Emotionally Disturbed children.*

Instruction to Interviewer: Please check "yes" or "no" or fill in answers where indicated. Write any comments you wish to make on the back of last page.

Information Data:

1. Name of student:_____

2. Address:_____

3. School:_____Address_____

4. Name of parent or guardian (the interviewee):_____

_____

5. Address:_____
No. Street Apartment Zip Code

_____
Borough Telephone No.

6. Relationship of person interviewed to student:_____

*To be seen only by interviewer.

*Warm up Items

a) How long have you been in New York?_____

b) Has_____been with you all this time? (Yes) or (No)
(name of child)

If no (1) How ling has he/she been in New York?_____

(2) Where did he/she live before coming to New York?_____

1. In what school is your son (daughter)?_____
(Name or Number)

2. (a) In what grade?:_____

(b) How old is your son/daughter?:_____

3. Who is his teacher?:_____

4. What school was he in last year?:_____

5. What grade was he in?:_____

If child was transferred, how did the transfer take place? (Was there a hearing, was the parent told the reason for the transfer?)

_____

_____

_____

_____

6. Is there anything different about your son's/daughter's class or school this year as compared with last year? No ( ) Yes ( ).In what way is it different?:

_____

_____

_____

7. Did you get any information, not mentioned above, about his school this year? No ( ) Yes ( ), what and from whom?

_____

_____

Parent's Name_____
Interviewer's Name_____

Dr. Thelma M. Williams
Evaluation Chairman

Parent Questionnaire
May 4, 1967

8. In your opinion has there been any improvement in his/her attitude (way of acting, study habits) at home this year? No ( ) Yes ( )

   In what ways?_____

   _____

   _____

9. In your opinion, have there been any improvement in your child's behaviour (way of acting) at school this year? No ( ) Yes ( )

   In what ways?_____

   _____

   _____

10. In your opinion has there been any improvement in his/her school work? No ( ) Yes ( ), in what ways?

    _____

    _____

    _____

11. What contact have you had with school this year?_____

    _____

    _____

12. Do you attend Parent Teacher Association meetings?
    No ( ) Yes ( ) 1 or 2 ( ) 3 or more times ( )

    If not, why not?:_____

    _____

Parent's name_____

Interviewer's name_____

Dr. Thelma M. Williams
Evaluation Chairman

Parent Questionnaire
May 4, 1967

13. Do you visit the school? No ( ) Yes ( ) 1 or 2 ( ) 3 or more times ( )

What initiated the visit (asked you to come)?:_____

Did you go because you were called or received a letter? Yes ( ) No ( )

14. Is there someone in your child's school with whom you can talk about his/her progress (how he/she is getting along)?: No ( ) Yes ( )

Whom?_____

When did you last talk to this person?:_____

Were you helped?: Yes ( ), How?:_____

No ( ), why?:_____

15. Does you child use any special school services? Yes ( ), What kind?:

_____No ( )

16. Does your son/daughter talk over with you what he wants to do to make a living (i.e. goal)?: No ( ) Yes ( ). Do you think the school is helping him/her so that he can achieve his future goal?: No ( ) Yes ( )

17. In general are you satisfied with the help your child is getting in school?: Yes ( ) No ( ), what additional help do you think he/she needs?:

_____

_____

_____

18. How do you think the additional help should be provided?:

_____

_____

Name of Interviewer:_____

Address:_____
No. Street Borough Zip Code

Phone No:_____

Date:_____

Parent's name_____

Translation of Parent Questionnaire

Centro de Educacion Urbana
33 West 42nd Street

Titulo I - Evaluaciones Especiales Sobre la Educacion

Dra. Thelma M. Williams - Directora

Cuestionario Evaluativo para los Padres

Para ser usado al entrevistar a los padres de los ninos matriculados en los Programas de Orientacion Especial, Orientacion de Carreras Profesionales, y Orientacion en la Escuela Intermedia, implementados en las escuelas destinadas a ninos socialmente desajustados y emocionalmente perturbados.

Instrucciones para el que entrevista:

Por favor, marque la palabra Si, o No, o llene el espacio en blanco segun sea el caso. Escriba sus comentarios al dorso de la ultima pagina.

Cuestionario para los padres

Informacion

1. Nombre del estudiante_____

2. Direccion_____
   # Calle

   _____
   Borough Zip Code

3. Escuela_____

4. Nombre del padre o guardian (el entrevistado)_____

   _____

5. Direccion_____
   # Calle Apt.

6. Parentesco de la persona entrevistada con el estudiante_____

   _____

   Nombre del que entrevista_____

   Nombre del padre, madre o guardian_____

Preguntas Informales Para Establecer una Relacion

a) ?Cuanto tiempo hace que Ud. esta en Nueva York?_____

b) ?Ha estado _____ con Ud. todo el
(nombre del estudiante)
tiempo? Si_____ No_____.

1. ?Cuanto tiempo ha estado el (ella) en Nueva York?_____

_____

2. ?En donde vivio el (ella) antes de venir a Nueva York? _____

_____

Cuestionario para los Padres

Preguntas:

1. ?En que escuela estudia su hijo o hija? _____
(nombre o numero)
2. a) ?En que grado esta su hijo? _____

b) ?Que edad tiene su hijo? _____

3. ?Quien es su maestro o maestra? _____
4. ?En que escuela estaba su hijo(a) el año pasado?_____
5. ?En que grado estaba el o ella el año pasado? _____

Si hubo algun cambio, ?como ocurrio dicho cambio?_____

_____

?Hubo alguna vista, fue notificado el padre de esto y de las razones del cambio?_____

6. ?Hay algo distinto este año sobre la clase, o escuela de su hijo(a), comparado esto con el año pasado? No___Si_____ ?En que consiste la diferencia?_____

?Quien le informo sobre ello? _____

_____

Nombre del que entrevista _____

Nombre del padre, madre o guardian _____

7. ?Ha recibido Ud. alguna informacion, no mencionada antes, sobre la escuela de su hijo(a) este año? No_____ Si_____

?En que consiste esta informacion?

_____

_____

?De quien la recibio? _____

_____

8. En su opinion, ?ha habido algun progreso o mejora en la actitud de su hijo(a) (habitos de estudio, forma de comportarse, de relacionarse) en el hogar en este año? No_____ Si____?En que consiste este progreso?

_____

_____

9. En su opinion, ?ha habido algun progreso o mejora en el comportamiento de su hijo(a) en la escuela este año? No_____Si____?En que consiste este progreso?_____

10. En su opinion, ?ha habido algun progreso en el trabajo escolar de su hijo(a) No_____Si_____?En que consiste este progreso?

_____

11. ?Que contacto ha establecido Ud. con la escuela este año?

_____

12. ?Asiste Ud. a las reuniones de Padres y Maestros de la escuela? de su hijo(a)? No_____?Por que no? _____

_____

Si_____?Con que frecuencia? _____

Nombre del que entrevista_____

Nombre del padre, madre o guardian_____

13. ?Visita Ud. la escuela? No____?Por que no?

Si____?Con que frecuencia?_____

14. ?Hay alguien en la escuela con quien Ud. puede discutir el progreso escolar, conducta, o problemas de su hijo(a)?

No____Si_____?Quien es esta persona?_____

?Cuando fue la ultima vez que hablo con esta persona?_____

_____

?La ayudo esta persona? No_____?Por que no?_____ Si_____

?Como la ayudo_____

_____

_____

_____

15. ?Utiliza su hijo(a) algun servicio escolar especial? No_____

Si_____?Cual o cuales?_____

_____

16. ?Discute su hijo(a) con Ud. sobre lo que quiere ser el (ella) en el manana? (meta, aspiraciones?) No____Si____ ?Piensa Ud. que la escuela esta ayudando a su hijo para que mas tarde el pueda lograr sus aspiraciones? No____Si____

?En que forma la escuela ayuda a su hijo(a) en esto?_____

_____

17. En general, ?esta Ud. satisfecho con la ayuda que su hijo(a) recibe de la escuela? No____Si____ ?Que otra ayuda piensa Ud. que el (ella) necesita?_____

_____

_____

Nombre del que entrevista_____

Nombre del padre, madre o guardian _____

18. ?Como, segun Ud., esta ayuda puede ser provista (dada)?

_____

_____

_____

Nombre del entrevistador:_____

Direccion_____
Calle Apt.

_____
Borough Zip Code

Numero de telefono:_____
Hogar Oficina

Fecha de la entrevista_____

Nombre del padre, madre o guardian_____

APPENDIX C

Staff List

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Formerly, New York City Department of Welfare

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Former Teacher
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